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# SOCIAL STUDIES TEACHING UNIT PROJECT

A project in support of the 1978 Alberta Social Studies Curriculum (Interim Edition)

## GRADE 3



# SHOULD WE WORK ALONE OR TOGETHER?



## GRADE 3

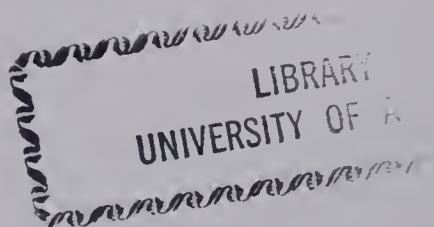
Lifestyles in Other Times and Places

## TOPIC B

Lifestyles of Canadians in Other Times



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## Preface

When the task of revising Alberta's social studies programme drew to a close in Spring, 1978, the Social Studies Curriculum Co-ordinating Committee turned its attention to the question of how to demonstrate the intents of the revised curriculum in specific instructional terms. After considerable consultation with teachers, it was concluded that carefully designed teaching units focusing on curriculum topics would be of great help to social studies teachers seeking to implement the revised curriculum guidelines.

Specifically, the approach taken was that a number of experienced social studies teachers, consultants and university instructors were contracted by the Curriculum Branch of Alberta Education to develop inquiry units that fulfilled the following conditions:

- addressed specific value, knowledge, and skill objectives for a prescribed curriculum topic;
- demonstrated the Alberta curriculum's "process of social inquiry";
- incorporated a wide range of teaching/learning strategies, including creative use of one or more prescribed learning resources;
- tested out successfully in a variety of classroom situations.

This teaching unit is not prescriptive. Rather it is intended to demonstrate one way that the rationale of the Alberta curriculum can be implemented, and one way that the objectives for the curriculum topic can be attained. Review the unit, try it out and discuss it with colleagues. Keep in mind that it will serve its purpose if it helps you to become more creative in your teaching and more understanding of the goals of the Alberta curriculum, and if it leaves you with a feeling of fulfillment as a social studies teacher.

Although the teaching units have been piloted, a more in-depth assessment can only be obtained from teachers and students during normal classroom usage. Therefore, the evaluation questionnaires located at the end of the teaching unit should be completed and sent to the Regional Office in your area. Thank you.

Frank Crowther  
Project Director

## Acknowledgements

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UNIT DEVELOPER: Chuck Chamberlin, University of Alberta

CO-AUTHORS:

Alice Brick  
Vivian Bryant  
Sandra Connell  
Kathleen Don  
Karin Espeland  
Daniel Fedorovich  
Muriel Howard  
Lynette Husum  
Diane Lazicki  
Glenys Link-Broderson  
Anne Metrunec

Bonnie Morris  
Valerie Pare  
Joyce Peabody  
Gwenda Pottinger  
Sandra Robins  
Freda Staden  
Ed Stephaniuk  
George Truhn  
Gaye Van Oers  
Spethania Zariski  
Nadia Zarebeski

PILOT TEACHERS: Jackie Thompson, Connaught School, Medicine Hat School District #76

John Wevers, W.A. Day School, Willow Creek School Division #28

Cheryl Lord, Queensland Downs Elementary School, Calgary Public School District #19

Zella Sanders, Queensland Downs Elementary School, Calgary Public School District #19

PROJECT DIRECTOR: Frank Crowther, Curriculum Branch, Alberta Education

PROJECT CO-ORDINATOR: Henry Toews, Calgary Regional Office, Alberta Education

DIVISION ONE DEVELOPMENT CO-ORDINATOR: Bob Carter, Lethbridge Regional Office, Alberta Education

PRODUCTION CO-ORDINATOR: Terry Kernaghan, Audio Visual Services Branch, Alberta Education

SECRETARIAL SUPERVISOR: Florence Poelen, Curriculum Branch, Alberta  
Education

CURRICULUM VALIDATORS: Jack Langford, Fort McMurray  
Debbie Morgan, Lethbridge  
Sharon Quinn, Calgary  
Harold Skolrood, Lethbridge

EDITOR: Dora Sklove, Edmonton

COPYRIGHTS OFFICER: Felix Cherniavsky, Edmonton

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Associate Director of Curriculum, Social Studies  
Curriculum Branch, Alberta Education  
3rd Floor, Devonian Building, West Tower  
11160 - Jasper Avenue  
Edmonton, Alberta  
T5K 0L2

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Thomson, Georgina. Crocus and Meadowlark Country. Edmonton: The Institute of Applied Arts Limited, 1944.



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NOTE:

Pages that are termed "Student Handout" or "Student Activity Sheets" are intended for duplication. It is imperative that these particular Teaching Unit pages be neither cut nor marked so that they will continue to be useful in future years.

## UNIT GOALS

This unit examines the importance of self-reliance and of co-operative efforts. It uses the lives of early settlers of Alberta as examples of how people in earlier times resolved the issue of when to work together and when to be self-reliant. These two aspects of people's lifestyles played dominant roles in the way they lived then, and still strongly affect people's ways of living today. By having students make comparisons between the lifestyles of early settlers and their present community, children are helped to decide what the desirable balance is between the two alternatives. Particular emphasis is placed on the economic, psychological, and cultural consequences of the choices made. Through comparisons of then and now, an understanding of the core concept "change" is developed. By learning about the soil, water, plant and animal wealth that settlers found, students will be assisted to develop the concept "resources". A brief section on how groups work together to preserve traditions introduces the core concept "identity".

## UNIT OBJECTIVES \*

### 1. VALUE OBJECTIVES

Students will examine the competing values of self-reliance and co-operation and be able to choose and justify a desirable balance between the two.

---

\*Please note that the ordering of these unit objectives parallels the statement of objectives on page 27 of the 1978 Alberta Social Studies Curriculum Guide.



2.

Students will be able to give examples of people's choices which reflect their placing high value on self-reliance, and on co-operation.

Students will be able to describe events in their own lives which have evoked feelings similar to feelings experienced by early settlers.

Students should be able to describe situations from their own lives where they have successfully acted co-operatively and self-reliantly.

Students will demonstrate an appreciation for the efforts of people in previous generations to create satisfying relationships with the social and natural environments.

## 2. KNOWLEDGE OBJECTIVES

Students will acquire information to develop interpretations of the following concepts and generalizations:

Change: Change in a community is affected by technological, economic, cultural and social factors.

The nature of change in a community can be observed in historical records and artifacts.

Resources: People usually expect their needs to be met within their community. If needs are not adequately met, people may choose to move to another community.

An ideal location for a community is near a source of food, water, transportation routes, raw material and labour.

Identity: Certain values, customs and traditions tend to be retained by communities. People often group together to preserve these traditions.

Inquiry: There are several ways of making decisions. Learning from the consequences experienced by other people helps us to make foreseeable choices when choosing between alternatives.

### 3. SKILL OBJECTIVES

Students will develop proficiency in the following skills:

#### Inquiry Skills

- (a) Paraphrase an issue such as "When should we work together? Alone?"
- (b) Formulate appropriate research questions as a class for use in gathering information about consequences of working co-operatively or self-reliantly.
- (c) Survey adults to collect data on the ways people worked alone and together in settlement times, and how they work in modern times.

Read historical accounts to learn about lifestyles of early settlers..

- (d) Compare lifestyles of people in settlement times to lifestyles in their community today.
- (e) Relate causes and effects by analyzing old photographs to assess the effects of change on the community.

- (f) Formulate alternate solutions students could choose for working co-operatively or alone in school, home and neighbourhood, and analyze values inherent in each.
- (g) Create a plan of activities to achieve goals chosen.
- (h) Assess the process used to inquire into the issue by comparing the students' decision-making process to others they have used, and evaluating that process.

#### Participation Skills

- (a) Express ideas clearly by composing a few sentences to report on some aspects of life in settlement times.

Use pictures to show changes in ways of meeting needs for food, clothing, shelter and safety from settlement times to today.

- (b) Understand and empathize with the feelings of people who enjoy working alone or together.

Listen to the ideas of others about preferred ways of working alone or together.

- (c) Use a consensus to select courses of action for working together.
- (d) Assist in group projects such as making quilt plans and conducting surveys.

## EVALUATION

The two purposes of evaluation in this unit are:

1. To develop student ability to be self-evaluative and consequently, self-directive.
2. To enable teachers to determine student progress toward unit goals, in order to plan follow-up activities to achieve goals not being adequately developed.

To help students become self-evaluative, a number of self-evaluation activities have been designed into the unit. They are intended to be completed by students, and used to help them set goals for themselves.

The provision of checklists and criteria for teachers to use occurs at several points in the unit, so that teachers will have time to provide additional help or activities for students who appear not to be achieving the relevant goals. This approach indicates evaluation should occur throughout the unit, rather than just at the end.

## RESOURCES

A lack of good sources at a Grade 3 reading level results in two books being used extensively for teachers to read to students, and for picture study.

Settlement of the West. Rosemary Neering. Toronto: Fitzhenry and Whiteside, 1974. (Available through the School Book Branch)



The Ukrainian Canadians. Marguerite V. Burke. Toronto: Van Nostrand Reinhold, 1978. (Available through the School Book Branch)

Autobiographies, interviews and community histories have been adapted to the Grade 3 level and incorporated into the unit. The appendices list additional books and audio visual sources for teacher and student use.

### STUDENT HANDOUTS, BOOKLETS

Teachers who piloted this unit found that putting handouts in a booklet kept students organized. One teacher had students bring a scrapbook and paste all sheets in it. You also might have students use a folder, or staple all sheets into a booklet at the beginning of the unit, or use a notebook, or punch and bind with yarn. However, since end-of-unit review depends on keeping all sheets together, it helps to plan some method before beginning the unit. All student handouts are in Appendix A (pages 52 - 80).

Activity cards and information sheets for Activity 3, Part 3 (see page 82) are included in Appendix B. If you plan to have students complete this as an independent activity, you will need to run off three copies of each activity card and information sheet ahead of time. If you are doing this activity as a whole class, you may wish to include the information sheets and the required activity cards in the student booklet.



## FLOW CHART

### AWARNESS

Experience in working alone, working together.

### DEVELOPING RESEARCH QUESTIONS/HYPOTHESES

What do we need to find out to tell what happens when people work together/alone?

### RESEARCH/CONCEPT DEVELOPMENT

What happened when people worked together in settlement times? Today? What happened when people worked alone in settlement times? Today? Comparison, concept development, generalizing.

### SYNTHESIS

What answers do we have to our research questions? What consequences resulted from choosing to work together/alone in settlement times and today?

### VALUING/DECIDING

What was important to people who chose to work together or alone? When and to what extent should I work with others or alone?

### ACTING

What can I do to achieve my preferred balance between working co-operatively and self-reliantly in school, at home and in the neighbourhood?

### EVALUATING PROCESS

Was this a good way for some problems? In what other ways do I make decisions?

## Part I

### OPENER

#### PURPOSE

The opener should help children define the problem, and recognize that there are competing alternative solutions or courses of action. The problem statement should approximate "When should we work together, and when should we work alone?" Students should be able to write a statement of the problem for their Decision Tree Chart (see Appendix A, p. 55) summarizing the process used in making a decision. They should be able to list two alternative courses of action:

1. We should work together whenever possible; versus
2. We should work alone whenever possible.

Students should participate in planning the unit by listing predictions to test against data gathered, and by listing resources from which data might be obtained.

#### OBJECTIVES

##### 1. Value

Given examples of self-reliance and co-operation, students should be able to give examples of those values from their own lives, or from the lives of people they know.

##### 2. Knowledge

Students should be able to list both advantages and disadvantages for working alone and together.

### 3. Skills

- (a) Students should be able to state the problem and two alternatives.
- (b) Students should be able to list possible resources for finding data to test their predictions.

### PROCEDURE

#### Activity One

Obtain an adequate supply of chart paper, felt pens, scissors, crayons, newsprint, paste and 23 x 30 cm. construction paper.

Give students "Working Together - Working Alone" (Appendix A, p. 52). Help them set up three groups to try making patchwork quilt plans in groups. Have the rest of the students work alone at the same time. Students may need help making the lines. After about 25 minutes, have them stop.

#### Activity Two

1. Either have students complete "Working Together - Working Alone" (Appendix A, p. 52) with teacher assistance for questions 1 to 6, or use the questions on the page to lead discussion of Activity One.
2. Grouping Consequences: Ask children to tell about times when they have worked alone or together. After each case is described, ask:

(a) Were there some advantages in working together? Alone?

(b) Were there any disadvantages in working together? Alone?

Record their advantages and disadvantages on the chalkboard. When several different kinds of advantages and disadvantages have been listed, ask:

(a) Do some of these things seem to belong together?

(b) Why do you think these belong together?

(c) What could we call this group?

Have a student who writes clearly, copy the groups on chart paper.

### Activity Three

1. Give students "Working Together - Working Alone" (Appendix A, p. 52). Read the explanation at the top. Remind students of their quilt plan activity and other times they have worked alone or together. Ask them what problem or choice was shown in those activities. Write some of their responses on the board. If someone suggests a statement such as "When should you work alone and when should you work together?", stop and ask them to fill in the "Problem" box in their Decision Tree. If this problem is not suggested, ask:

(a) Do you think it is always best to work together? Alone?

(b) What choices do people sometimes have to make?

When the "Problem" box is completed, ask what two choices people may make. When "Work Alone" and "Work Together" are suggested,



ask students to fill in the "Choice 1" or "Choice 2" boxes.

(It is important that students be asked to think about this simple model of the inquiry process as each part of it is completed. At the end of the unit, students will use their Trees to help them compare this way of making a decision to other ways.)

2. Note the groups of consequences listed in Activity Two. Ask what things they might need to find out about to see whether those things really do happen when other people work alone or together. List these questions on a chart. If students do not suggest the following, suggest they be added.

WHAT WE NEED TO FIND OUT

- (a) Do people often save time by working together?
- (b) Do people often save money by working together?
- (c) Do people often get bigger jobs done because they work together?
- (d) Do people often get more for themselves because they work alone?
- (e) Do people sometimes enjoy working together?
- (f) Do people sometimes NOT get along when they try to work together?
- (g) Do people sometimes feel good because they got something done alone?
- (h) Do people sometimes learn from others when working together?



3. Ask students where they might get information that would help them answer their questions. Encourage them to list people, books, audio visual materials, television, newspapers, pictures and other varied sources. List these on a chart titled "Where We Can Find Out".

#### TEACHER EVALUATION SUGGESTIONS

Examine student Decision Trees to determine whether students have clearly stated the problem and choices. If there is still uncertainty, ask students who have shown a good grasp of the problem to tell why they filled in their Tree as they did.

#### ENRICHMENT AND EXTENSION

1. As an ongoing project during this unit, it is useful to relate current events to the unit issue and content. One way is to begin a Bulletin Board titled "News About Working Alone, Working Together" for students to add to.
2. During art period, you may wish to have students make quilt plans individually, using coloured paper squares.

## Part II

### WHY DID PEOPLE COME TO ALBERTA?

#### PURPOSE

After completing this part, students should understand some of the motivations of people coming to Alberta, and why some came together rather than alone.

#### OBJECTIVES

##### 1. Value

Students should be able to list some of the values that motivated settlers to leave their homelands.

##### 2. Knowledge

(a) Students should be able to list several of the resources that attracted early settlers to Alberta. ✓

(b) Students should be able to state a relationship between location and resources. ✓

##### 3. Skills

(a) Students should be able to read historical sources to locate information giving reasons why settlers came to Alberta.

(b) Students should be able to interpret data to infer people's values.

(c) Students should be able to use surveys to collect data on why people moved to their communities.

## PROCEDURE

### Activity One

1. Ask students whether they would rather move to a new place alone, or together with some other families.
2. Ask them to read about some families who grouped together to move to Alberta in settlement times, and find out why they came here.
3. Make copies of the story and questions on pages 56, 57, and 58, in Appendix A, "A Group Who Came to Alberta Together", and have students read them and answer questions alone or in pairs.
4. In discussing their answers, emphasize the kinds of resources attracting this group to Alberta.

### Activity Two

1. Use a world map to show Minnesota, and how Martin Finseth could come by railroad from Winnipeg to Wetaskiwin. Then explain that many settlers came from Europe. Show where Europe is located in relation to Canada. Ask why it would be harder to get to Alberta from Europe. Show students where the Ukraine is, and ask them to find out why Mykhailo Stetsko wanted to leave the Ukraine to come to Alberta.
2. Make copies of pages 60 and 61 in Appendix A, "A Ukrainian Settler Who Came to Alberta" and the accompanying questions, on page 62 and have students read them and answer the questions alone or in pairs.

3. In discussing their answers, emphasize the importance of being free from his master, the landowner.
4. This scene lends itself to dramatization to help discuss Mykhailo's desire for freedom and future. You may wish to have students take the roles of Mykhailo, his wife, and his master to show the class how they felt in deciding to emigrate.

### Activity Three

Read page 6 of The Ukrainian Canadians to students. Then ask:

1. Why did Nicholas and Mary want to come to Canada?
2. Why were their reasons like those of Mykhailo?
3. What do you think was important to both families?
4. What was important to Martin Finseth, Mykhailo, and Nicholas?

### Activity Four

Read page 14 and the top of page 17 from The Ukrainian Canadians to students. Then guide discussion with questions such as:

1. What did Nick and Mary worry about as the train went through northern Ontario?
2. What did they see near Winnipeg that made them happy?
3. What made the location of their new farm so good?
4. How is that like the land Martin Finseth found?
5. What was important to both Nick and Martin?

Activity Five

To find out why people have come to your community, ask students to help complete a chart like this:

WHY PEOPLE CAME TO ALBERTA

Names	When they came	Where they came from (Language)	Settled with families they knew or alone	Reasons for coming
Martin Finseth	1894	U. S. (English, Norwegian)	group	
Mykhailo	1906	Ukraine (Ukrainian)	alone	
Nick and Mary	1899	Ukraine (Ukrainian)	alone	

Then ask why people came years ago. Ask what other reasons may have made other people come here. List these on a chart titled, "Our Guess - Why People Came to Alberta".

Make two copies of the questionnaire on pages 63 and 64, "Why Did Your Family Come to Alberta?" for each student to take home. If grandparents live in the community, it would be useful to have them complete the questionnaire. If both parents' families came to Alberta, ask each parent to fill out the questionnaire.

When the questionnaires are returned, have two or three capable students make a list of the names and reasons given for items 3, 4 and 5. Have students who can write clearly add these to your



"Why People Came to Alberta" chart. Then ask questions such as the following:

1. Look at the second column. What families came at about the same time as Martin, Mykhailo, and Nick and Mary?
2. What was alike about their reasons for coming to Alberta?
3. Why do you think they came at that time?
4. What was here in Alberta that people needed?
5. Now look at the third column. Of those who came in groups, where did they come from?
6. What languages did they speak?
7. Why do you think they came in groups?
8. Now look at column two. Which families have come to Alberta since 1960?
9. Where did they come from?
10. What language did they speak?
11. Did they settle as a group or alone?
12. Why do you think they settled that way?

#### TEACHER EVALUATION SUGGESTIONS

1. The ability to make comparisons is a key in developing generalizations. Note students who have trouble responding to comparison questions in the above question sequence. Try to provide them with opportunities to see and describe similarities and differences in other comparisons.

2. Inferring and explaining are other abilities vital to generalizing. Note students who have difficulties in answering the "Why" questions in the above question sequence. You may be able to help develop this ability by providing practice in inferring and explaining with more immediate experiences.

#### ENRICHMENT AND EXTENSION ACTIVITIES

1. Use the local community history (see Appendix C, p. 114) to get other stories about why early settlers came there. Read these stories to students, or tape record them and use them in a listening centre.
2. Invite early settlers to come and tell about why they came to Alberta, and how they got here. They may be able to tell about settling in groups and the advantages and disadvantages resulting.
3. Students may role-play a discussion of a family considering settling a homestead in Alberta in 1900.
4. Students could use photos from The Ukrainian Canadians and Settlement of the West to illustrate a booklet on ways settlers came to Alberta around 1900.
5. Students may survey their neighbourhood to see what resources it offers compared to those of the land chosen by Martin Finseth, Mykhailo, Nick and Mary. A chart could show the comparison.
6. Students might compare what settlers brought with them about 1900 and what people bring when they move to Alberta today.



Activity Two

Have students read "Peter Anderson's House" in Appendix A, page 65 and answer the questions following it.

In discussing students' answers to Item 4, seek as many different advantages as possible. Ask questions such as:

1. Are these advantages the same as our groups listed for working together on quilt plans?
2. Why might the advantages be different? Alike?
3. Do most people build houses the same way today? Why or why not?

WORKING TOGETHER TO KEEP TRADITIONSActivity One

1. Ask students if they have any special things their family does to celebrate Christmas. List these on the board under the heading, "Our Traditions".
2. Explain that many settlers also had special traditions for celebrating Christmas which they had learned before moving to Alberta. Show the pictures and tell students about the traditions described on pages 48 and 49 of The Ukrainian Canadians. Then ask questions such as:
  - (a) What traditions did settlers bring from the Ukraine? (List these in a second column headed "Ukrainian Traditions".)
  - (b) Are these the same as your Christmas traditions?
  - (c) Why do you think so?
  - (d) Do you know any traditions?



3. Explain that many settlers from other countries wanted to keep some of their traditions. They often joined groups to do things together to keep these traditions. Read "Keeping Ukrainian Traditions" on pages 44 and 45, The Ukrainian Canadians, and ask students to listen for ways groups helped keep traditions. Show pictures on pages 52, 53 54, 55, 62 and 63. Then ask questions such as:
  - (a) What groups did Michael and Anne belong to that helped keep their traditions?
  - (b) Do you think it would be harder to keep their traditions if they did not belong to those groups?
  - (c) Do any of your families belong to groups that try to keep their own language, dances, crafts, songs, foods, or costumes?
  - (d) Why do you think people work together to keep traditions?
4. Have students look in local newspapers for articles about groups keeping up traditions. Watch for television programmes on such groups. Have students draw pictures showing things they have learned about groups keeping their traditions, and write a few sentences telling about their picture. Display their work along with newspaper articles on a bulletin board with a title such as "Ways Groups Work Together to Keep Traditions".

#### ENRICHMENT AND EXTENSION

As a language arts activity, you may wish to read to students the folk tale on pages 46 and 47 of The Ukrainian Canadians, explaining



that these are another tradition. Students may write their own stories to illustrate other proverbs and aphorisms.

### Activity Two

The student materials for this section are found in Appendix B, pages 82 to 111. They may be used in one of two ways:

#### 1. Individual Activity

- (a) Make three copies of the Activity Cards in Appendix B, pages 82 to 88. Cut them apart. For greater durability, they may be laminated.
- (b) Make three copies of the information sheets in Appendix B.
- (c) Display the Activity Cards and information sheets on a table or shelf.
- (d) Go over the directions on the cards with the class. Be sure they understand where to obtain materials required.
- (e) Ask them to complete at least five cards before filling in and discussing "How Well Did I Do?" in Appendix A (p. 59) in their booklets.
- (f) Note that students are not to choose two cards on the same topic.
- (g) As cards are completed, display the results on a bulletin board with a table below it.

When students have finished five cards, make copies of the "How Well Did I Do?" sheet (Appendix A, p. 59) for them to complete. Discuss their answers and what they have done well.

## 2. Whole Class Activity

- (a) Use the Activity Cards in Appendix B (pages 82 to 88) as lesson plans for your whole class. Either read the information sheets on pages 89 to 111 to the class, or make copies for them to use.
- (b) Five topics are basic to the unit:
  - (i) Barn Raising
  - (ii) Beef Ring
  - (iii) Threshing
  - (iv) Making and Selling Butter
  - (v) Breaking Land
- (c) Other topics are optional for teachers who wish to spend more than eight weeks on the unit.
- (d) When students have completed five topics, make copies of "How Well Did I Do?" in Appendix A, page 59, for them to complete. Discuss their answers and what they have done well.

## MATERIALS

1. 3 copies of the Activity Cards (pages 82 to 88).
2. 3 copies of the information sheets for each card (pages 89 to 111).
3. Lined paper.
4. Drawing paper.
5. 3 copies of Settlement of the West.
6. 3 copies of The Ukrainian Canadians.
7. Sears catalogues, or equivalent.

24.

8. 6 pairs of scissors.

9. Glue.

### SYNTHESIS

## Part III - Working Together

### Activity One - Predicting Consequences

1. When students have completed the activity cards, have their work displayed on a bulletin board with a title such as "How Early Settlers Worked Together".
2. Ask several students to tell about their work, and what it tells about working together.
3. Show students a copy of the Decision Tree begun in the opener. Review the problem and the two choices. Point out the "What Might Happen" space above the "Working Together" choice.
4. Ask questions such as:
  - (a) What kinds of things did we find out happened when people worked together in early times? (Have two or three students list these on the board as they are given.)
  - (b) Who can think of something different than what we have listed so far?
  - (c) Can anyone see some things in our list that seem to belong together? (Put number "One" in front of items grouped.)
  - (d) Why do you think these things belong together?
  - (e) What would be a good name for this group?

- (f) Who sees some other things that belong together? (Put the number "Two" in front of this next group, and continue as above.)
  - (g) Can we put any of our groups together?
  - (h) Do you think some of those things would happen today when people work together?
  - (i) What can we write on our Decision Tree to tell what might happen when people work together?
5. Have students record some of their conclusions in the "What Might Happen" section of their Decision Trees.

### Activity Two

To collect local data about ways people work together and alone today in your community, have students plan a survey sheet asking people to tell the kinds of things they do working with people from other families, and things they like to do alone, and reasons for each. It might look like the example on the following page.

WORKING TOGETHER - WORKING ALONE

The Grade 3 class in \_\_\_\_\_'s room is learning about ways people worked alone and together in early settlement times, and today. We have learned many ways settlers worked together. Now we want to learn about ways people today work together and alone. Would you please answer the questions below to help us find this out.

1. Many people belong to groups that work together to get things done, such as community leagues, volunteer fire departments and ladies aides. Do you belong to any groups such as these? If so, which ones, and why do you belong? \_\_\_\_\_

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2. Many people help friends and neighbours do things such as building fences, finishing basements and sewing. Do you sometimes help friends and neighbours do things? If so, why? \_\_\_\_\_

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3. Sometimes people like to do things alone, rather than hire or ask someone to help with such things as repairing cars, sewing, canning, or finishing a basement. Are there things such as these you prefer doing alone? If so, why? \_\_\_\_\_

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Thank you for helping us learn about working alone and together today!

Activity Three:

When surveys are returned, tabulate in a chart such as the one shown below:

Working Together - Today - Working Alone	
Things people do together.	Reasons they do them together.
Things people do alone.	Reasons they do them alone.

Then ask students questions such as:

1. Are there any things people do together today such as the settlers did?
2. Why do you think they still do those things together?
3. Look at the reasons people do things together. What seems to be important to people today? Are these the same things that were important to settlers who worked together?
4. Think about settlers and people today. From what we have learned, is there anything we can say about both groups?

### TEACHER EVALUATION SUGGESTIONS

1. Note students' answers to questions on their Activity Cards.  
Have they been able to use the information sheets and books to complete their cards? If not, you may need to pair a more able reader with a student experiencing difficulty and have them redo the cards together.
2. When students are sharing their information after completing Activity Cards, note their ability to use specific examples to illustrate answers. The sources used are rich in description of real people's experiences in working together, and lay an essential basis for moving from specific examples to general conclusions. This is a necessary step preceding comparison, drawing conclusions, inferring, and explaining.
3. Note students' ability to draw together several facts when making comparisons between settlers and people today. The ability to use several examples to support a conclusion is an indication of growth toward generalizing ability. This should be pointed out to students and encouraged. When responding to the questions in Activity Three, encourage students to draw examples from several of the settlers studied, from the survey data on present-day people, and from personal experiences to support their conclusions.
4. Note students' ability to identify values in moving from reasons for people's behaviour to values underlying the behaviour.  
Encourage students who recognize that what was important to Bardo buttermakers was making money to buy things they needed plus the

enjoyment of getting together. While students will not use value terms like wealth and social acceptance, responses which indicate an understanding that those values affected people's behaviour should be encouraged and extended.

#### ENRICHMENT AND EXTENSION

Students may also enjoy reading and looking at pictures in such children's books as:

All Sorts of Things (Ginn Reader, Grade 4) "Pioneer Farmers,  
p. 202-217.

Caroline and Her Kettle Named Maud. Scholastic Book Service.  
Story about moving west.

In the Pioneer Home. Fitzhenry & Whiteside. Stories of  
candle-making, recipes, etc.

Little House on the Prairie. Scholastic Book Service.  
Building the house, digging the well with neighbour help.

On the Banks of Plum Creek. Scholastic Books. More Wilder  
stories.

May of Mile 18. Tundra Books. Life on a homestead.

Now and Long Ago. Gage. Stories of settlement times.

A Prairie Boy's Summer/Winter. Tundra Books. Beautiful  
illustrations of prairie farm life in the early days.

Wide Open Windows. Copp Clark. "Peter Sells a Calf",  
p. 345.

## Part IV

### IN WHAT WAYS HAVE PEOPLE WORKED ALONE IN SETTLEMENT TIMES AND TODAY?

#### PURPOSE

In this part, students should examine several examples of people preferring to be self-reliant in providing food, clothing and shelter, both in settlement times and today. They should learn some of the economic and psychological consequences which resulted from this preference.

#### OBJECTIVES

##### 1. Value:

- (a) Students should be able to show feelings of people who have accomplished something alone.
- (b) Students should be able to identify their own feelings when they have accomplished something alone.

##### 2. Knowledge

- (a) Students should be able to state changes in ways people provide food, clothing, and shelter after comparing settlement times to today.
- (b) Students should be able to state economic and psychological consequences of being self-reliant.

##### 3. Skills

Students should be able to listen to historical accounts in order to gather data on lifestyles.



PROCEDURE

## Part IV - Working Alone in Settlement Times.

Activity One

Recall the kinds of things settlers did together: quilting, building barns, selling butter, fighting fires and breaking land.

Ask questions such as:

1. Do you think settler families did all their work together?
2. What kinds of things might settler families have done alone?

Read the excerpts from Gully Farm following. As the story is lengthy, you may wish to use two periods, breaking before Chapter 22. Ask students to listen to find out if the Pinder family built their house alone, or if other families helped. You will need to explain the underlined words.

In a book named Gully Farm, Mary Pinder Heimstra tells of the settlement years near the Barr Colony, close to Lloydminster. When she was seven, her parents and year-old brother moved there from England. At first they lived in a tent. Finally, her father started building a house.

### GULLY FARM

'We'll start first thing to-morrow,' Dad said quickly. 'We'll have a real window and a door, and I'll put up a shelf, and make a table.'

(children)

'If you think the bairns will be safe in it,' Mother said.

We started building next morning. Dad had already found what he thought was a good location. It was at the far corner of our quarter section diagonally across from the tent. Dad said the grove by the tent wasn't big enough to protect a house and barn from the winter winds, and the land was a little low.

The new location was at the top of a little rise beside a big grove. A huge poplar grew at the edge of the grove, and Dad planned on building close to the tree. He looked at the ground carefully, then he paced off what he thought would be about the right size for a house. Next he drove in four pegs, one at each corner of the proposed house, and tied a string to them to give us some idea of how big the house would be, then he asked Mother what she thought of it.

Mother took one look at the space Dad had tied off and her lips quivered. 'That won't be a house,' she said. 'It's only a bit bigger than a handkerchief. It isn't even big enough for a doll's house.'

Dad told her how big the house would be compared to the house in England, but Mother said he was all wrong. 'Even the tent is bigger than that,' she insisted. 'There won't even be room for the bed in such a small place.'

'You just wait and see,' Dad told her. 'This square looks small because the prairie's so big, but you'll be surprised. You'll have more room than you know what to do with.'

Mother said she very much doubted that, but to go on and build the house, and she'd do her best to squeeze into it until we went home.

To please Mother Dad made the house a little longer, but he couldn't increase the size much. Tall poplars were hard to find, and we had only the one little stove for winter heat, so a big house was out of the question.

Before we could start building we had to cut the logs and haul them out of the brush, and finding logs that were just right wasn't easy. There were plenty of trees, but if we found two or three straight trees in one grove we were lucky. To see if a tree would do Dad stood at the foot and squinted up at it from all sides. If it suited he chopped it down, lopped off the branches and the top, hitched Nelly to one end of it, and dragged it out of the bush. When we had hauled eight or ten logs to where the wagon waited we loaded them and took them to where we were going to build. Dad, of course, did the loading, but I kept him company and thought I helped. The rose thorns and the twigs scratched my hands and face, and I fell over the underbrush many times, but I enjoyed getting out logs. The sun was warm and bright, the woods smelled of sap, and pea-vine, and decaying leaves, and helping with the house made me feel very big and important.

As soon as we had hauled a supply of logs we started building the house. It was quite a job, and I thought Dad was terribly smart because he knew just how to do it. The logs that had looked straight when they were growing in the groves all curved one way or another when cut down, and they had to be turned this way and that so that the walls would be as even as possible, then the logs had to be notched and fitted one to another. When the walls were low the fitting and turning wasn't too hard, but the higher the walls grew the harder the fitting got, mostly because we could no longer do it standing on the ground.

The green logs were also quite heavy, and Dad lifted first one end then the other a little at a time. When they were finally hoisted to the top of the partly built walls the notching began.

Dad straddled one wall, I straddled the other, then Dad fitted the log. Next it had to be turned over and notched. The log, of course, never stayed still, it rolled first one way then the other. I did my best to steady it while Dad chopped, but it always seemed to tip a little. The first notches were seldom right, and the log usually had to be turned several times. The blows of the axe sent shivers up and down my thin arms, and often I almost fell off my precarious perch, but I was never hurt.

Sometimes in the afternoons Mother helped with the building. She put Jack on a blanket well out of range of the flying yellow chips, and Lily and I played with him until he fell asleep, then we gathered wild flowers, or tried to catch the blue butterflies that hovered over them. Often we pretended the house was ours, and arranged chips and stones for chairs and tables, and poured imaginary tea.

Those days of play, however, were exceptions. Often when Mother helped with the house I had to help also. Mother couldn't straddle the walls the way I could. Her long skirts got in her way, and since no decent woman exposed her ankles in those days she couldn't do a thing about them. She tried sitting sideways on the walls, but that didn't work very well. She couldn't balance both the log and herself, so the log slipped, the notch was wrong, and the whole thing had to be done over again, which irritated everybody. 'We just aren't big enough to build houses,' Mother said as she struggled to hold the log and keep her balance. 'It isn't as if we're going to stay here. We could just as well leave now, and save ourselves all this trouble.'

'I started this and I'm going to finish it,' Dad said grimly. 'You go back to the tent if it's too much for you.'



Sometimes Mother took Dad at his word and went back to the tent, taking Lily and Jack with her. When that happened Dad always chopped viciously for a while, and I kept quiet no matter how much the log rolled and the axe tingled my arms. After such a day, however, there was always a better than average supper waiting for us, and Mother often said she wished she was a bigger and stronger woman.

But she never wished she liked Canada, there were too many hardships, though sometimes it almost seemed as if she was glad of the difficulties and the irritations. Every new obstacle was another good reason for going home.



## CHAPTER TWENTY-TWO

THE DAY after the duck hunt we returned to the hard task of house-building. The walls were quite high by that time, and lifting the logs was really difficult. Mother told Dad he wasn't big enough for such work, but Dad said size didn't mean anything, and went on lifting. At last, however, the walls were high enough and we started putting the roof on, hurrying a little, for the days were much shorter than they had been, and sometimes there was a feeling of fall in the air. The mornings and evenings had a new crispness, and the grass under our feet sounded dry.

The work on the house hadn't gone as fast as Dad had expected. Rains had kept us from building, and when the rain stopped and the sky cleared all the bedding had to be carried out into the sun to dry. The horses, though hobbled at night, had wandered away once or twice, and time had been lost looking for them. Actually it was only August, and late roses were in full bloom, but the old-timers were already talking of fall.

We did not actually see many old-timers, but their stories circulated. Every time we went to the Methereells' they told us some story they had heard, and whenever one of the many bachelors dropped by they told us of something we ought to do if we expected to live through the coming winter.

(were  
passed  
around)

Put two layers of sod on the roof, they warned, you'll be a lot warmer when it's forty below, and bank the walls with earth to keep the frost out. Be sure to dig a deep hole or cellar for the potatoes, or they'll freeze. And above all plough a fire-guard as soon as you can. The prairie's ripe for a rip-roaring fire, and unless you have a guard you'll be burned out. Neither Dad nor Mother could believe in the cold. And as for the fire, who would be silly enough to set fire to the grass? But we hurried to finish the house. There would be some kind of winter, though we were sure it wouldn't be anything like tales the old-timers told.

(tool with a  
long blade to  
cut hay by  
hand)

Putting the roof on the house was even more difficult than raising the walls. The two end walls had to be built up to get the proper slope, and the beams and ridge-pole had to be long, straight logs. When they were in place Dad cut slim young poplars and laid them side by side, one end on the wall, the other on the ridge-pole, until the roof was covered. Hay went on top of the poplars. Dad cut it with the scythe he had brought from England, raked it by hand, and hauled it to the house in the wagon box. Sods were then laid over the hay.

To get the sod Dad ploughed several furrows, cut the turned sod into foot-long pieces, piled them in the wagon box, and hauled them to the house. Then Dad got on the roof and Mother handed the sods up to him, and he laid them more or less like shingles. It was hard, dirty work, and to get it over with as soon as possible Mother and Dad worked all day long, then, black and hungry, we got into the dirty wagon and went home.

(shallow pond)

As soon as the chinking was finished mudding began. Mudding wasn't quite as bad as sodding had been, we weren't completely covered with dust, but it was still dirty work. Dad dug the clay in the nearby slough and hauled it to the house, then he mixed it with chopped grass and water. The grass was supposed to keep the clay from cracking and give body to the mud.

The cracks in the wall had to be filled with mud both inside and out, and the job took several days. I helped at first. I had always enjoyed making mud pies, but after three days I was no longer interested, and by the time all the cracks were filled I was sick of the sight of mud. Mother said she had always felt sorry for the Israelites when they had to make bricks for Pharaoh, but until then she had never fully realized what a truly miserable job they had had.

While we waited for the mud to dry Dad made a door out of some boards. For hinges he used pieces of leather, and a piece of wood with a nail through it kept the door closed. We hadn't a lock, but nobody in those days ever locked their door. Dad also



made a frame for the little window. He had been warned not to have much window space. Glass was expensive, and windows let in a lot of cold, so our little window was only about two by two, and divided into four small spaces.

'What do you think of it now, Sally?' Dad asked proudly when the house was finished. 'Looks plenty big enough, doesn't it? And it's all ours. No rent to pay to anybody.'

'It turned out better than I thought.' Mother's lips smiled, but there was home-sickness in her blue eyes.

I, however, was as proud of the new house as Dad was. I thought it the most wonderful house in the world, and I found something new to admire every time I looked at it. The bulges in the walls were perfect shelves for my collection of small stones. I thought it pure magic that the ridge-pole stayed up. As for the door, I opened and closed it so often Mother finally told me to stop or the leather hinges would be worn out.

But the most wonderful thing about the house was the fact that we had built it. Not so long ago there had been nothing at all on this spot, and now our house stood there. We had caused it to grow. With our own hands we had put it together using the things we had found on the prairie, and I had helped. I had held that log while Dad notched it, and I had stuffed clay into that crack near the floor. How smart Dad was to know just how to build such a perfect house! I looked at his thin young face, and wonder and pride filled my small chest. My dad, I was sure, knew everything.

Having a real house of our own added greatly to my sense of security and belonging. Ploughing the land and planting the potatoes had given me an interest in the land, but when we moved into the new house I realized for the first time that this land out of all the land of the earth was actually ours. The prairie stretched wide and empty in every direction, but this spot, this hundred and sixty acres, belonged to us. It was our plot of earth, and no landlord could tell us to move. We could dig holes in it, clear through to China if we wanted, and no one could stop us. It was ours.

Although the house was small it seemed big after the tent. The bed didn't have to be rolled up every morning. The stove was permanently inside, and we could make porridge even when it rained. There was no glass in the window, and no floor except

the bare earth, but to have four walls around us again was wonderful, especially at night.

Our furniture, of course, didn't take up much room. All we had was the stove, the little folding chair, the blue box, and the big packing-case. Dad built a bedstead soon after we moved in, and put up some shelves, and made an arm-chair. He also brought in the wagon seat and put it in front of the stove.

The brown walls and floor were still very drab-looking, and to brighten them Mother brought out a pink and white spread for the bed, and draped an antimacassar over the glassless window. 'That does it and no mistake,' Dad said when he saw the bed-spread. 'Sally, this is the nicest home on the prairie.'

(fancy cover  
for chair arm)

When Mrs Methereil saw the antimacassar she said it was far too lovely for a log shack. It ought to be put away and saved for a better house some time in the future. Mother, however, said she had plenty of antimacassars and she was going to enjoy them while she could. The future might never come. And how sensible she was!

(like knitting -  
smaller thread)

Mother had crocheted the antimacassars before she was married. They were a little over a yard long, and about two feet wide, and hours of work had gone into them. I used to marvel at the pattern, and at the number of stitches in them, for though I couldn't crochet I could knit, and knew the tedium of hand work. 'How long did it take you to make one?' I asked, and when Mother told me I knew she was just as clever as Dad. Beauty, however, wasn't the antimacassars' only virtue, they were something nobody else had. The Methereils' house had two rooms, and Mr Gardiner's little house had a pole floor, while the Claxtons' house was said to have two windows. None of them, however, had antimacassars, or even curtains. That hand-made lace draped so gracefully over our little window made our house unique, and gave it a touch of elegance even the bachelors noticed. 'You have a nice place here, Mrs Pinder,' they said, looking around the little room. 'It's real homelike.'

(different)  
(made it fancy)

'It isn't much,' Mother said, but she looked pleased. Dad, of course, always looked proud when anyone admired the house, and told the bachelors they ought to get married and have a home, too.

Copyright. Heimstra, Mary.  
Gully Farm.

### Activity Two

1. After reading Gully Farm, ask questions such as the following:
  - (a) What do you think was the hardest part of building the house?
  - (b) Would it have been easier if other families had helped?
  - (c) Why do you think Mr. Pinder did not ask other families to help him?
  - (d) How did Mary feel when the house was finished?
  - (e) Why do you think she felt that way?
  - (f) Have you ever done anything hard all by yourself?
  - (g) How did you feel?
  - (h) How do people usually feel when they have done something hard all by themselves?
2. Have students recall the opener, and compare their feelings about making their own quilt plan versus working as a group to make one.
3. Have students make a mural showing the Pinder family building their house.

### Activity Three

Remind students of the threshing bee and butter making as examples of people working together to produce food. Ask if they think early settler families worked alone to produce any of their food.

Have them listen to you read "Pioneer Farming", pages 30, to 32 and 37 in The Ukrainian Canadians. The vocabulary is difficult and will require some explanation. The pictures might help.



Then ask questions such as the following:

1. What foods did Nick and Mary produce for themselves? (You may need to re-read paragraphs 3 and 4 and repeat the question.)
2. How does your family get its food?
3. What is different about the way your family gets its food and how Nick and Mary got their food?
4. What would be the advantages of producing your own flour for bread, and your own meat, vegetables and milk?
5. Do you think the Pinder family saved money by building their own house?
6. Do you think Nick and Mary saved money by producing their own food?

#### Activity Four

1. Ask students how many of their family members sew some of their clothes. If so, what are the reasons?
2. If available, show the sound filmstrip Farm Life from the Pioneer Community kit produced by Moreland Latchford. Also re-read page 32, The Ukrainian Canadians and show the picture of the woman weaving cloth.
3. Then show students a stalk of celery or other plant with fibres clearly showing. Peel out some fibres and spin them together to make string.
4. To illustrate weaving cloth, have students follow the directions on the following page.

### MATERIALS

1. 20 cm. x 20 cm. cardboard.
2. Raffia of two colours.
3. Scissors.
4. Rulers.

(a) Cut two sides of the cardboard with notches 1 cm. apart.

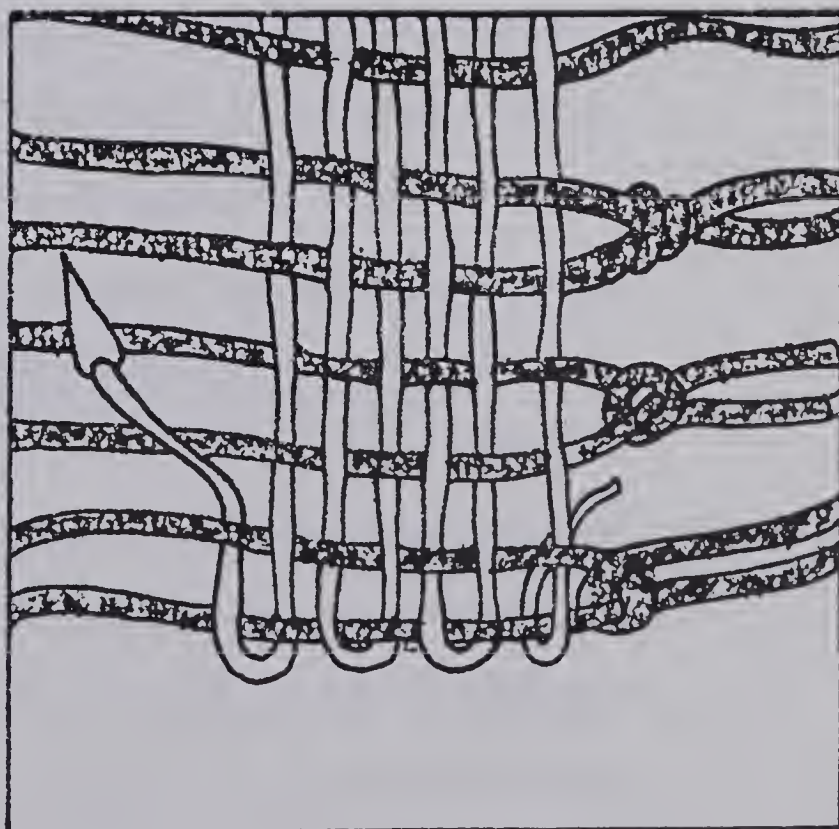
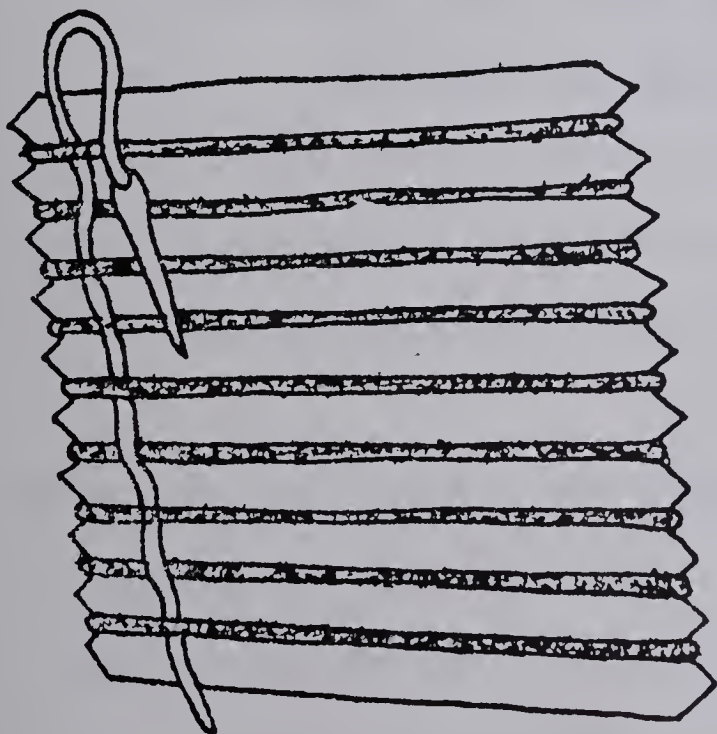


(b) Wind one colour raffia through the notches, keeping the rows straight on the front side. Tie in the back.

(c) Weave the other colour raffia through the rows.

(d) Remove the cardboard by cutting the ends of each row of the first colour.

(e) Knot the loose ends to make fringes.





### Activity Five

Have students complete "Making Clothes" (Appendix A, p. 69). Then have them look at their Decision Trees again. Ask them to look over their answers to Items 3 and 5 of "Making Clothes", and use them to help fill in the "What Might Happen" branch of their Decision Tree above the "Working Alone" choice.

### TEACHER EVALUATION SUGGESTIONS

1. The ability to identify with other people's feelings is an important goal of this unit. When discussing the feelings of people in the Pinder family, note students who experience difficulty in identifying the feelings of others. Encourage them to tell about their own feelings in emotionally similar situations, and help them to recognize the similarity between their own feelings and those of others.
2. Examine the mural of the Pinder house-building to see whether students have accurately recalled details of the book; whether they have shown feelings on people's faces; and the extent to which they focus on the people in the episode rather than on non-human aspects. Discuss these aspects of the mural with students.
3. Note students' ability to make comparisons and explain similarities and differences in Activity Three - Providing Food. Encourage students to use data to support explanations of differences and similarities between settlers' ways and those used today.

# ENRICHMENT AND EXTENSION

Read the poem "Paddle Your Own Canoe", discuss its meaning, and re-read, with students joining in for the refrain.

## "Paddle Your Own Canoe"

I've traveled about a bit in my time,  
And of troubles I've seen a few;  
But found it better in ev'ry clime  
To paddle my own canoe.  
My wants are few, I care not at all  
If my debts are paid when due,  
I drive away strife in the ocean of life  
While I paddle my own canoe.

### Chorus:

Then love your neighbor as yourself,  
As the world you go traveling through,  
And never sit down, with a tear or a frown,  
But paddle your own canoe.

It's all very well to depend on a friend,  
That is if you've proved him true,  
But you'll find it better by far in the end  
To paddle your own canoe.  
To "borrow" is dearer by far than to "buy"  
A maxim tho' old still true;  
You never will sigh if you only will try  
To paddle your own canoe.

Copyright. Garson, Eugene and  
Herbert Haufrecht. The Laura  
Ingalls Wilder Songbook.

## Part V

### MAKING A DECISION

#### PURPOSE

In this part, students should identify some of the reasons and values leading people to prefer working co-operatively or self-reliantly. They should indicate a preferred balance between these two alternatives, and indicate what they value in making that choice. Finally, they should plan ways they can act on their choice.

#### OBJECTIVES

##### 1. Value

- (a) Students should be able to indicate a preference for values related to working alone or working together.
- (b) Students should be able to give examples of behaviour consistent with values chosen.

##### 2. Knowledge

Students should be able to apply their knowledge of consequences in choosing a preferred balance between the alternatives.

##### 3. Skills

Students should be able to identify alternate courses of action they could take to act upon their choice.

## PROCEDURE

### Activity One

1. Re-read the research questions listed at the beginning of the unit, under the title "What We Need to Find Out", and have students refer to their booklets to tell which ones they have answered.
2. Ask students to list all the things they have found out that people have done together in one column, and all the things people have done alone in a second column. Then ask questions such as:
  - (a) Are there any ways the things in one column are different from those in the other?
  - (b) Why might people do these kinds of things together?
  - (c) Why might people do these kinds of things alone?
  - (d) What can we say about the kinds of things people do together?  
Alone?
3. To bring out some of the values related to preferring to work together or being self-reliant, ask students to complete "What Is Important?" (Appendix A, p. 71). Then ask questions such as:
  - (a) Why do people such as the Bardo settlers prefer working together on some things? (Record responses on the board.)
  - (b) Look at this reason. What seems to be important to someone who gives this reason for working together?
  - (c) Why do people such as the Pinders like to do some things alone? (Record responses.)

- (d) Look at this reason. What seems to be important to the Pinders?
  - (e) How many of you would rather make a small picture alone than a larger one with others?
  - (f) What are your reasons?
  - (g) What seems to be important to you?
4. Have students complete "What Have I Learned?" (Appendix A, p. 73).
  5. Return to the Decision Tree and complete the top branches, "What Is Important to Me?"
  6. Then have students complete "Value Inventory", and "What I Can Do" from Appendix A, pages 76 and 77. When students have finished, ask several to tell their choices and give reasons for them.

### Activity Two

One week after students have completed "What I Can Do", make copies of "How Well Did I Do?" in Appendix A. Discuss answers orally to get a variety of answers to each question before asking students to complete this sheet.

A discussion of this last sheet should help students review what they learned about the consequences of working together or alone (Item 5), and whether they have been able to act on their choice as planned.

### UNIT EXTENSION AND ENRICHMENT

1. Play the Homesteader Game from pages 58-60 of Settlement of the West.



2. Read Mary Heimstra's Gully Farm to students, a chapter each day, as part of your opening or closing exercises.
3. Identify parents who do their own sewing, auto repair, basement finishing, vegetable gardening and canning, etc., and ask them to come in and tell about the advantages and disadvantages.
4. Have students plant various vegetable seeds in pots or window boxes. Help them to raise some food to see a way that people can be self-reliant.
5. Students may enjoy planning menus of foods they could produce themselves, illustrating them with pictures from magazines.
6. A home economics teacher could be invited to talk to the class about how courses help people to be more self-reliant, and ways such self-reliance is beneficial.
7. Invite someone from a local community league or comparable organization to come and explain to students things that can only be done by people working together. The parent survey may turn up people active in such organizations.
8. Use articles from Heritage magazine to illustrate ways ethnic groups maintain traditions. Copies are available from: Alberta Culture, 12th Floor, CN Tower, Edmonton, T5J 0K5.
9. Invite local ethnic organizations to come and demonstrate their traditional language, foods, crafts, costumes, dances, and other customs for students. They may be able to tell about origins of customs, and how working together helps maintain such traditions.

10. Read to the students "Trip to the Homestead" from pages 54-56 in Settlement of the West up to the end of the ninth paragraph. Ask students whether they think the Scott family would go on to their homestead, or return to Ontario. Have students role-play Mr. and Mrs. Scott, Tom, and Ann as they discuss whether to continue or return.
11. Obtain a copy of a local history (see Appendix C, p. 114). Use it to illustrate to students how local families worked together or alone in settlement times. Have students compare how local settlers provided food, clothing, shelter and fire protection to ways used by Nick and Mary, Martin Finseth, the Pinders and the Thomsons.
12. Students may enjoy studying the symbols on pages 50-51 of The Ukrainian Canadians and the pictures of decorated Easter Eggs on page 54, then cutting some egg-shaped paper and trying to colour their own designs. They may also want to try using the directions on pages 54-55 to make real pysanka, though this is an art requiring considerable patience and planning.
13. If Lincoln Log sets are available, model log cabins of various plans may be constructed to show ways they were designed. Pictures on page 19 of The Ukrainian Canadians, or page 52 of Settlement of the West, may be used to show two examples.

## Part VI

### EVALUATING THE PROCESS

#### PURPOSE

This section is intended to help students understand the inquiry process used in the unit, with the Decision Tree as a simple model. It attempts to help students recognize the ways this process differs from making decisions by:

1. Habit.
2. Appealing to authority (parents, teacher, or other adult) and when each method is best.

#### Activity One

1. Have students review the process used in making their decision by going over their Decision Trees and recalling activities done for each part.
2. Then ask how they make other decisions such as what gift to give Mother at Christmas, what television programmes to watch and what clothes to wear. When examples of other ways of deciding (ask parents, friends, teacher, do what I usually do, etc.) have been given, ask questions such as:
  - (a) Would using a Decision Tree be a good way to make some other kinds of decisions?
  - (b) When would it be best to think through a problem this way?  
Why?

- (c) When would it be best to decide by doing what you usually do? Why?
- (d) When would it be best to decide by asking your parents, teacher, or another adult? Why?

NOTE: The Unit author would very much appreciate your comments on this unit: what worked well, what did not, and what you changed that improved the unit. Address comments to:

Chuck Chamberlin  
Department of Elementary Education  
University of Alberta  
EDMONTON, Alberta  
T6G 2G5

# APPENDIX A

## HANDOUTS



## WORKING TOGETHER - WORKING ALONE

We are going to start learning about working alone and working together. We will find out what happens when people work together today, and what happened when people worked together years ago. We will also learn what happened when people worked alone then and now.

To help get started, we will try making a plan of a patchwork quilt. A patchwork quilt was a blanket made with lots of little pieces of cloth. Many colours of cloth were used to make it look pretty. It was big enough to cover a bed.

When your grandparents or great grandparents were little, people made patchwork quilts. Sometimes they worked together. Sometimes they worked alone. You will try making a plan for a patchwork quilt. Some will work alone. Some will work together. Try to find out what happens when people work together or alone. Some things will happen that you may like. Other things you may not like. Try to find out about both kinds of things.

## HOW TO MAKE A PATCHWORK QUILT PLAN

### Working Together

Have three groups of six students. Each group will make a quilt plan. Two people should cut the 3 cm. square pieces. Two students should colour them different

colours. One student should put paste on the back of the pieces. One student should paste the pieces on a sheet of paper. They should make a pretty pattern. They should cover all the paper. You may have time to make more than one.

### Working Alone

Read how to make a quilt plan above. You will work alone. You need to draw the lines. Then cut the squares. Next colour the squares different colours. Then paste each square on your paper.

### WORKING TOGETHER - WORKING ALONE

1. How many quilt plans did each group finish?  
 Group 1 \_\_\_\_\_ Group 2 \_\_\_\_\_ Group 3 \_\_\_\_\_
2. How many quilt plans did six students working alone finish? \_\_\_\_\_
3. What can you say about how much work gets done by working together or alone?  
 \_\_\_\_\_  
 \_\_\_\_\_
4. Did some of the people working together have a good time? \_\_\_\_\_
5. Did some of the people working together NOT get along together? \_\_\_\_\_

6. What can you say about having fun working together?

---

---

7. Some people made their own quilt plan. Others helped make one. Draw a picture of how someone might feel because they have their own quilt plan. Draw just the face.

8. What can you say about how it feels to make your very own quilt plan?

---

---

# WORKING TOGETHER - WORKING ALONE

This is a Decision Tree. It is mostly bare now. We will fill it up as we make our decision. Start by putting in what you think the problem is that your class has talked about. Then write in Choice One and Choice Two.

MY DECISION:  
What is important to me

What Might Happen

What Might Happen

Choice One

Choice Two

Problem



## A GROUP WHO CAME TO ALBERTA TOGETHER

For many years very few people lived in Alberta. One reason was that it was hard to get here. At last a railroad was built all across Canada. Now many people could get to Alberta. Some of them came in large groups. Several families would get together to come.

One group of families came to Alberta from the United States. A book about them was named Pioneer Days in Bardo, Alberta. Read the part of that book printed below. Find out why this group came to Bardo.

In 1893, four men came from the United States to look for land in Alberta. They left their families in the United States. These men were Nels Jevning, Martin Finseth, Andrew Malmberg and John Wallerbeck. They knew a railway line had been built from Calgary to Edmonton. They wanted land for farms near the railway. They knew they could get a farm free in Alberta.

Near Red Deer they saw coal in the ground. They liked that. They knew they would need fires to keep warm. They also found good black soil. They knew they could grow good crops in that soil. They saw poplar and willow trees. They knew trees had to have lots of rain to grow. The rain would help their crops of oats, wheat and barley grow too.

These four farmers went back to the United States. They told their families about the coal, soil, trees and rain. They told other farmers too.

The next year was 1894. That year Martin Finseth and about 20 families left the United States for Alberta. They sold their farms and houses.

They went to Red Deer by train. Then they went to Wetaskiwin. About 50 kilometres from Wetaskiwin they came to Beaver Hills Lake. They found out there were fish in the lake. The men said, "This is the place we have been looking for. Here is good soil for raising crops. In the hills we have trees for building houses. The tall grass will be fine for cows to eat. And now a lake with fish in it! What more can we ask for?" Their new home near Beaver Hills Lake was called Bardo.

Copyright. Adapted from Pioneer Days in Bardo, Alberta.  
Hendrickson, Magda and Ragna Steen.  
Pioneer Days in Bardo, Alberta.  
pages 15-23.

#### A GROUP WHO CAME TO ALBERTA TOGETHER

1. What was new in Alberta that helped Martin Finseth get here?
-

2. Martin Finseth came to Alberta because he could get free farm land. What things did Martin Finseth find that he liked?
- 
3. The railroad came through Lethbridge on the way to Red Deer. Martin Finseth did not want land there because there were few trees. He did not think he could grow good crops there. What do you think Martin could tell about land that would not grow trees?
- 
- 
- 
4. It takes many weeks for crops to grow. Why do you think Martin was happy to find land near a lake with fish in it?
- 
- 
5. Martin Finseth's family came to the United States from Norway. They came because they could get free farm land. By 1894 there was no more free land in the United States. Martin was able to sell his farm there for a lot of money. Why do you think he wanted to come to Alberta?
- 
- 
-

## HOW WELL DID I DO?

To tell how well you have done, answer these questions by circling an answer.

1. I found reasons for my answers in what I read.  
Always                      Sometimes                      Not very often
2. I found out lots of things Martin liked about Alberta.  
5 things                      3 or 4 things                      1 or 2 things



## A UKRAINIAN SETTLER WHO CAME TO ALBERTA

It was easy for Martin Finseth to get to Alberta. He could take a railroad train from the United States. But many people came to Alberta from Europe. They had to cross an ocean in ships. It took 8 to 16 days to cross the thousands of kilometres of ocean water. Then they had to spend more days on a train to come to the free farm land. These people from Europe grew up speaking their own language. In Alberta, people would not know that language. Why do you think they would want to come in groups? Why would they not want to come alone?

We know Martin Finseth came to Alberta to get free farm land. Now let's find out why people came thousands of kilometres from Europe. Mykhailo Stetsko lived in the Ukraine in Europe. In a book named Greater Than Kings, he tells why he came to Alberta. Read the part of the book below to find out why he came.

My father didn't own any land. He farmed land for another man. When I grew up, I farmed for that man too. My wife and I had 3 children. But my pay was very poor. It was only enough for me and my wife to live on. There was little money to get food and clothing. Our garden was too small to feed all of us very well.

I began worrying about my children's future. I didn't want them to be as poor as I was. I worried about how I would feed more children when they were born. I worried about what would happen if I got sick. Then I couldn't work for the farm owner.

I told my wife I was thinking of going to Canada. I knew other Ukrainians had gone to Canada. They had free land. They had their own farms. I went to my master one Sunday in 1906. I took off my hat and bowed low. I kissed his hand. That was what we did when we went to see the landowner.

I asked if I could borrow \$40 to go to Canada. I told him I would pay him back. If I got sick, my children would pay him back. I put an X on a paper because I couldn't write my name. The paper showed I had borrowed \$40.

Copyright. Adapted from Greater Than Kings. Coles, Martin and Zonia Keywan. Greater Than Kings: Ukrainian Pioneer Settlement in Canada. pages 15-18.



### A UKRAINIAN SETTLER WHO CAME TO ALBERTA

1. What work did Mykhailo's father do? \_\_\_\_\_  
\_\_\_\_\_
2. What work did Mykhailo do? \_\_\_\_\_  
\_\_\_\_\_
3. What work do you think Mykhailo's children would do if they stayed in the Ukraine? \_\_\_\_\_  
\_\_\_\_\_
4. Why do you think it was so important to Mykhailo to come to Alberta? \_\_\_\_\_  
\_\_\_\_\_

## WHY DID YOUR FAMILY COME TO ALBERTA?

The Grade Three class in \_\_\_\_\_'s room is learning about people who came to Alberta, and how they have worked alone or together. We would like to find out about families in our community. Could you please help us by answering the questions below?

1. Where did your family come to Alberta from? \_\_\_\_\_
2. What language did they speak there? \_\_\_\_\_
3. When did your family come to Alberta? \_\_\_\_\_
4. If you know what work they did when they came, what was it? \_\_\_\_\_
5. What were their reasons for coming to Alberta instead of staying where they were or moving to a different place?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Were any of Alberta's resources important in their coming here? If so, why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



7. Did your family come to Alberta as part of a group of families or as just one family? \_\_\_\_\_
8. If they came as part of a larger group, do you know what reasons there were for coming as a group?  
\_\_\_\_\_  
\_\_\_\_\_
9. If you know any early settlers of our community who might be willing to tell our class about why they came here, and how, please give their names and where they can be reached. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Thank you for helping us learn about people in our community!

## PETER ANDERSON'S HOUSE

Peter Anderson came to Alberta with Martin Finseth. Peter's wife and 3 children came in July, 1894. Peter had come earlier. He wanted to have a house ready for his family, but he cut his foot with his axe. Peter remembered what happened next.

All 5 of us Andersons moved in with the Jevning family. Other men in the group helped build a stable. They put up poles. They covered the poles with hay. This stable was our house for a month. When my foot was better, Mr. Lerbekmo helped me build a log shack.

Copyright. Adapted from Pioneer Days in Bardo, Alberta. Hendrickson, Magda and Ragna Steen. Pioneer Days in Bardo, Alberta. pages 28 and 29.

1. Look at the drawing of Peter Anderson's shack on page 68. How many people do you think it took to lift one of the logs? \_\_\_\_\_  
\_\_\_\_\_
2. Why could Peter not build his house alone?  
\_\_\_\_\_  
\_\_\_\_\_
3. Victor helped Nick build his house. Nick then helped Victor cut his crops. What do you think Peter might have done to help the men who built his house?  
\_\_\_\_\_  
\_\_\_\_\_

4. What were the advantages of working together?

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### HOW WELL DID I DO?

When you have completed 5 Activity Cards, list their numbers and names below:

Numbers

Name

|

Now look back over the work you have done for each card. Then answer the questions below by circling your answer. Your answers will help you tell how well you have done.

1. Did I do everything the card asked for?

Usually

Sometimes

2. Was I able to do all my card without asking for help?

Usually

Sometimes

3. Did I use what I read about to help do my cards?

Usually

Sometimes

4. Did I share books and other things when other students needed them too?

Usually

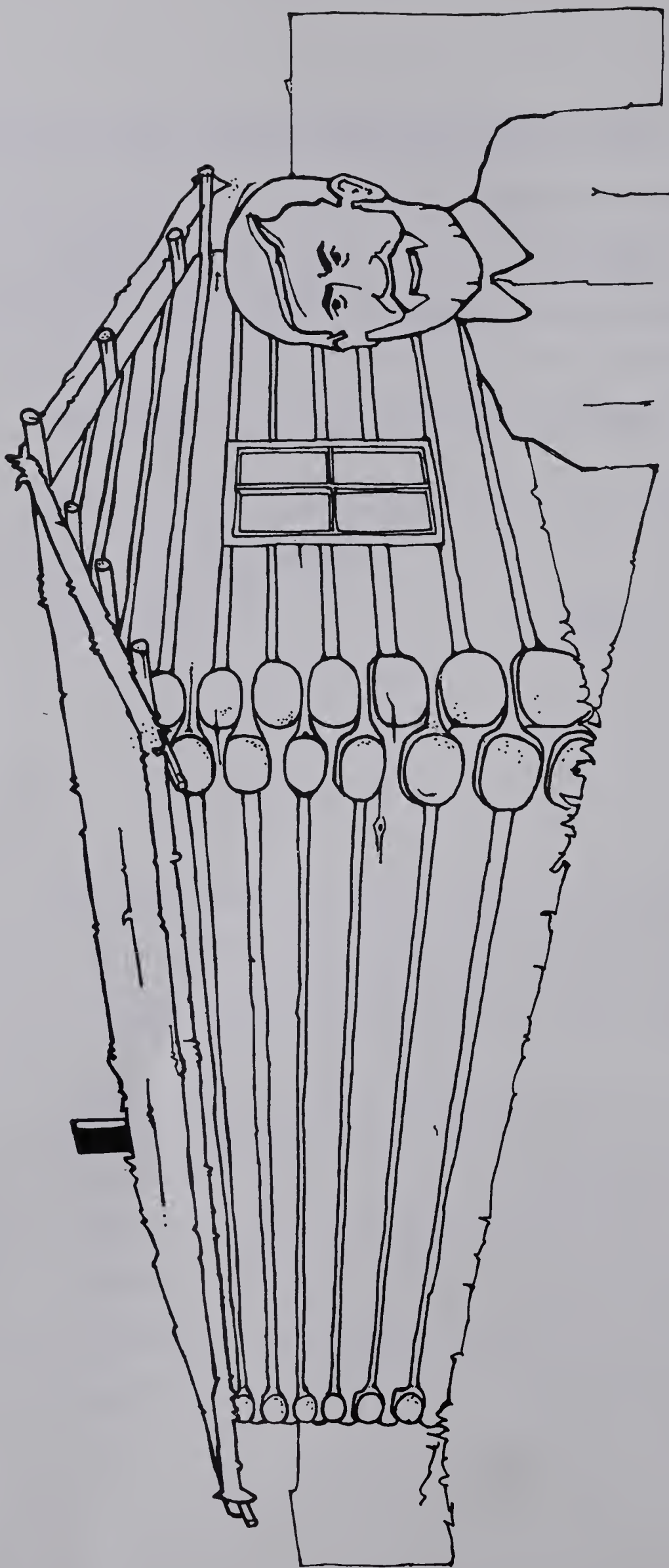
Sometimes

5. Is my work done neatly so others can read and understand it?

Usually

Sometimes





## MAKING CLOTHES

Questions to accompany the reading of The Ukrainian Canadians, page 32.

1. Why do you think Mary made most of her family's clothes?

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2. Why do you think Mary quit weaving her own cloth?

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3. Look at your answers for 1 and 2 above. What do you think is one advantage and one disadvantage of doing your own weaving and sewing?

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4. Remember how the Pinder family felt after they built their own house. Mary said, "The most wonderful thing about the house was the fact that we had built it. With our own hands we had put it together, and I had helped. Dad, of course, always looked proud when anyone admired the house." How do you think Nick and Mary felt about the clothes she made for her family?

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How do you think Nick and Mary felt about being able to produce their own food for their family?

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---

How do you feel when you have been able to do something hard all by yourself?

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5. What do you think might be one reason people like to do things by themselves sometimes?

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## WHAT IS IMPORTANT?

1. Georgina Thomson's father did not like to have to borrow the Ellisons' horses to break land. What were his reasons?

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What do you think was important to Mr. Thomson?

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2. If you needed crayons to make a picture, would you mind borrowing from a neighbour?

---

What would be your reasons? \_\_\_\_\_

---

What would be important to you? \_\_\_\_\_

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3. The farmers at Bardo helped each other build houses and sell butter. What do you think their reasons were for working together?

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What do you think was important to them?

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4. If you wanted to make a picture about early settlers, would you want to make a small picture alone, or make a big picture with others?

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What would be your reasons? \_\_\_\_\_

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Look at your reasons. What do they show is important to you? \_\_\_\_\_

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## WHAT HAVE I LEARNED?

1. Look back through your booklet. Look at your Decision Tree. What are some good things, or advantages, of working alone?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
  - (d) \_\_\_\_\_
2. What are some bad things, or disadvantages, about working alone?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
  - (d) \_\_\_\_\_
3. What are some advantages of working together?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
  - (d) \_\_\_\_\_
4. What are some disadvantages of working together?
  - (a) \_\_\_\_\_
  - (b) \_\_\_\_\_
  - (c) \_\_\_\_\_
  - (d) \_\_\_\_\_

5. Remember why Martin Finseth and Mykhailo Stetsko came to Alberta. What were things about Alberta they liked?

(a) \_\_\_\_\_ (d) \_\_\_\_\_

(b) \_\_\_\_\_ (e) \_\_\_\_\_

(c) \_\_\_\_\_ (f) \_\_\_\_\_

6. Remember your survey. Why did people today come to Alberta?

(a) \_\_\_\_\_ (d) \_\_\_\_\_

(b) \_\_\_\_\_ (e) \_\_\_\_\_

(c) \_\_\_\_\_ (f) \_\_\_\_\_

7. What was important to people who came to Alberta?

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8. Think about how Nick and Mary got their food. Think about how your family gets food. How have things changed?

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## HOW WELL DID I DO?

(Circle your answer)

1. I knew many advantages and disadvantages.

4                      3                      2                      1

2. I knew many reasons people came to Alberta.

6              5              4              3              2              1

3. I knew how things have changed.

Yes

No

## VALUE INVENTORY

## TO WORK ALONE OR NOT TO WORK ALONE?

	strongly agree	agree	disagree	strongly disagree
1. People should usually work alone.				
2. We are happy when we work alone.				
3. We get more done if we work alone.				
4. People should usually work together.				
5. People who work alone are lonely.				
6. If we work alone we save money.				
7. If we work alone we can do what we want, when we want.				

Write a few sentences to tell how you feel about working alone.

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WHAT I CAN DO

Some people like to work with others whenever they can. Other people would rather work alone if they can. On the line below, put an X to show what you would like to do when you can choose between working alone or working with others.

Work alone as much as I can.	Work mostly alone.	Work about as much alone as with others.	Work mostly with others.	Work together as much as I can.

Now you should think of ways you can plan to do what you chose above. Read the list of ways you can work alone or together below. Add other ways you can think of. Keep your list. In one week, put an X in the boxes in front of things you did.

Working Together

1. At School

☐ Asking others to play with me at recess.

☐ Asking friends to work with me on projects.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

Working Alone

1. At School

☐ Play alone at recess.

☐ Work alone on project.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

Working Together

## 2. At Home

☐ Work with my family on chores: making beds, setting table, etc.

☐ Asking friends to do things with you.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

## 3. In the Neighbourhood

☐ Join groups: Cubs, Brownies, sports teams.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

Working Alone

## 2. At Home

☐ Plan to take turns doing chores alone: making beds, setting table, etc.

☐ Choose hobbies you can do alone.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

## 3. In the Neighbourhood

☐ Choose sports you can do alone: skating, swimming, etc.

☐ \_\_\_\_\_

☐ \_\_\_\_\_

## HOW WELL DID I DO?

Sometimes people say they will do things. Then they find out they cannot do those things. They have to make new plans.

Look back at page 77 - What I Can Do. See what you marked on the line near the top. Then look at the list of ways you chose to act on your choice.

1. Of the ways you marked to work together and to work alone, which did you do last week?

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2. What are some things that happened because of your choices to work together?

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3. What are some things that happened because of your choices to work alone?

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4. You learned about what happened when early settlers worked together or alone. You learned what happened when people today work together or alone. Did some of those same things happen to you last week? Which ones?

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5. What are the ways you marked that you did NOT do last week?

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6. Look back at page 77 - What I Can Do. You know what happened last week because of your choice to do things alone or together. Would you make different choices for next week? \_\_\_\_\_ Why?

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# APPENDIX B

## ACTIVITY 3

### PART III

#### Activity Cards

&

#### Information Sheets



CARD 1 - BARN-RAISING

1. Read the stories on Barn-Raising. (Pages 89-97)
2. On a sheet of lined paper, make a chart such as this:

## Working Together on a Barn-Raising

Materials NeededHow Neighbours Helped

3. List the tools and building materials needed. List the ways neighbours helped.
4. Draw a picture at the bottom to show ways neighbours helped with barn-raising.

IF YOU DO CARD 1, DO NOT DO CARD 3.

CARD 2 - BEEF RINGS

1. Read "The Beef Ring". (Page 98)
2. On a sheet of lined paper, write a few sentences. They should tell how being in a Beef Ring helped families in early times.
3. Draw a picture of Freda helping her father.

CARD 3 - BARN-RAISING

1. Read "The Barn-Raising" stories. (Pages 89-97)
2. On a blank sheet of paper, draw a line down the middle.
3. Name one side "Tools to Build a Barn in 1900". Draw pictures of the tools used in "The Barn-Raising".
4. Name the other side "Tools to Build a Barn Today". Cut pictures of tools from a catalogue that could help do the work today. Paste them in the "Today" column.

IF YOU DO CARD 3, DO NOT DO CARD 1.

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CARD 4 - BUILDING BARNS AND HOUSES

1. Read "How to Build a Sod House" on page 19 of the book Settlement of the West.
2. Read "The Barn-Raising" stories. (Pages 89-97)
3. Write three or four sentences to tell why settlers needed help raising a log barn, but could build a sod house alone.

CARD 5 - QUILTING BEES

1. Read "The Patchwork Quilt" sheets. (Pages 101-103)
2. Cut coloured paper or cloth. Paste the sheets of paper 10 cm. square to make a pretty pattern. Put together 6 squares to make a Patchwork Quilt.

IF YOU DO CARD 5, DO NOT DO CARD 6.

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CARD 6 - QUILTING BEES

1. Read "The Patchwork Quilt sheets. (Pages 101-103)
2. Find a picture of a bedspread in a catalogue. Paste it at the top of a sheet of lined paper.
3. Below the picture, write reasons why Catherine's mother might want to make her own quilt. Write reasons why other people might want to buy a bedspread instead of making their own.

IF YOU DO THIS CARD, DO NOT DO CARD 5.

CARD 7 - THRESHING

1. Read "The Threshing Outfit" sheets. (Pages 104-106)
2. On a sheet of lined paper, write down as many jobs as you can find in the story.
3. Look over your list of jobs. What might be one reason farmers helped each other thresh? Write your answer on your paper.

IF YOU DO THIS CARD, DO NOT DO CARD 8.

CARD 8 - THRESHING

1. Look at the pictures on page 27 of Settlement of the West or page 34 of The Ukrainian Canadians.
2. Use a sheet of lined paper. Pretend you are a farmer. You have been threshing all week. The alarm clock goes off at 5:00. Write a story telling how you feel about getting up. Tell how you feel about working from 5:30 in the morning until 10:00 at night. Tell how your body feels from the hard work.

IF YOU DO THIS CARD, DO NOT DO CARD 7.

CARD 9 - MAKING BUTTER

1. Read the "Making and Selling Butter" sheet. (Page 107)
2. On a sheet of lined paper, list ways farmers worked together to sell butter.
3. Look at your list. What might be reasons farmers worked together to sell butter? Write your answer on your paper.

IF YOU DO THIS CARD, DO NOT DO CARD 10.

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CARD 10 - MAKING BUTTER

1. Read the "Making and Selling Butter" sheet. (Page 107)
2. Pretend you are a farmer near Bardo in 1905. You are not a member of the butter-selling group. Write the title "My Own Butter" at the top of your paper. Then write a few sentences telling what you would have to do to sell your own butter.
3. What reasons would you have for wanting to join the butter-selling group? Write your answer.

IF YOU DO THIS CARD, DO NOT DO CARD 9.



CARD 11 - FIGHTING FIRES

1. Read the "Fighting Fires" sheets. (Pages 110 and 111)
2. Get a piece of lined paper. Answer these questions:
  - What harm did the fires do to people's farms?
  - How did they work together to keep fires from burning their farms?
  - What do you think was important to people who worked together that way.

IF YOU DO THIS CARD, DO NOT DO CARD 12.

---

CARD 12 - FIGHTING FIRES

1. Read the "Fighting Fires" sheets. (Pages 110 and 111)
2. On a sheet of lined paper, answer these questions:
  - How did people protect their farms from fires in early times?
  - How do people keep their homes safe from fires today?
  - Draw a picture showing firemen working today.

IF YOU DO THIS CARD, DO NOT DO CARD 11.

CARD 13 - BREAKING LAND

1. Read the "Breaking Land" sheet. (Page 108)
2. Look at the pictures on page 23 of The Ukrainian Canadians and the top of pages 30-31 in Settlement of the West.
3. On a sheet of lined paper, answer the following questions:
  - What did Georgina's father need horses for?
  - Why do you think plowing was so important to Georgina's family?
  - Why do you think Father was so happy to get his own horses?
  - Draw a picture showing Father plowing with Buck, Queen and the Ellisons' team.

IF YOU DO THIS CARD, DO NOT DO CARD 14.

CARD 14 - BREAKING LAND

1. Read the "Breaking Land" sheet. (Page 108)
2. On a sheet of lined paper, tell why Georgina's father did not like working with the Ellisons.
3. Then write about a time you did not like working with someone else. It can be true or make-believe. Draw a picture to show what happened.

IF YOU DO THIS CARD, DO NOT DO CARD 13.

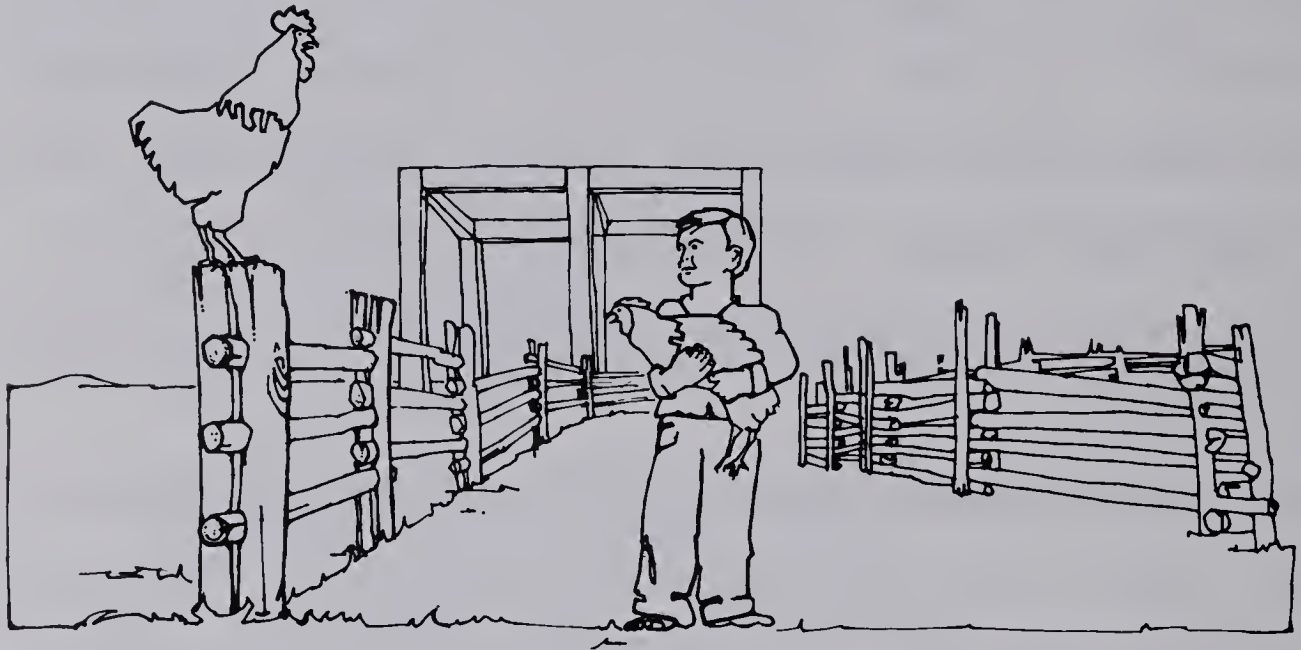
## BARN-RAISING - A BEE

In pioneer days, there were many different kinds of "bees". Quilting bees or house-building bees were examples. The type of "bee" depended upon what needed to be done at the time. At any rate, it meant that many people met at the same place to work together and get the job done in a hurry. Included were mothers, fathers, uncles, aunts, grandmothers, grandfathers, and of course, the children.

Just imagine what a house-building bee would be like. Some of the men would be on the roof. Others would be putting logs into place to make the ends and sides of the house. If they were lucky, they may have had some boards sawed from logs to use for the house. In this case, the boards and rafters would have had to have been sawed into the correct lengths. Other men would be working on the floor.

In the meantime, the ladies would be preparing food for all the hungry people. Vegetables would need to be peeled and pies and cakes baked. Long tables would be put up and loaded with good things to eat.

The children would have some chores to do but would have time to play games such as hide-and-seek or tag.



## THE BARN-RAISING BEE

There was a lot of work for a pioneer family to do before the actual barn-raising got underway. All of the materials that were needed for the barn had to be bought or made. Getting the food ready took several days.

On the day of the actual raising, the farmer took charge of the work. The farmer was the only one paid for his work. All the other people came to help their neighbour. They knew that when their turn came to build a barn, their neighbours would come and help them.

Most of the barns built in northern Alberta were made from logs. The logs were usually squared before the barn was built. Squaring made the logs fit together better. Notches were cut at the ends so that they could be fitted one over the other.

This report of building barns was remembered by Robert McGregor. Mr. McGregor homesteaded near Bonnyville in 1935. He now lives in Drayton Valley, Alberta.

"If we were building a barn, we'd get the neighbours to come and help. When they were building, we'd go help them back. Usually there was someone who was pretty good at building. We'd hire him to see that everything went well, sort of like a contractor. And we'd pay him. The neighbours would help us and we'd help



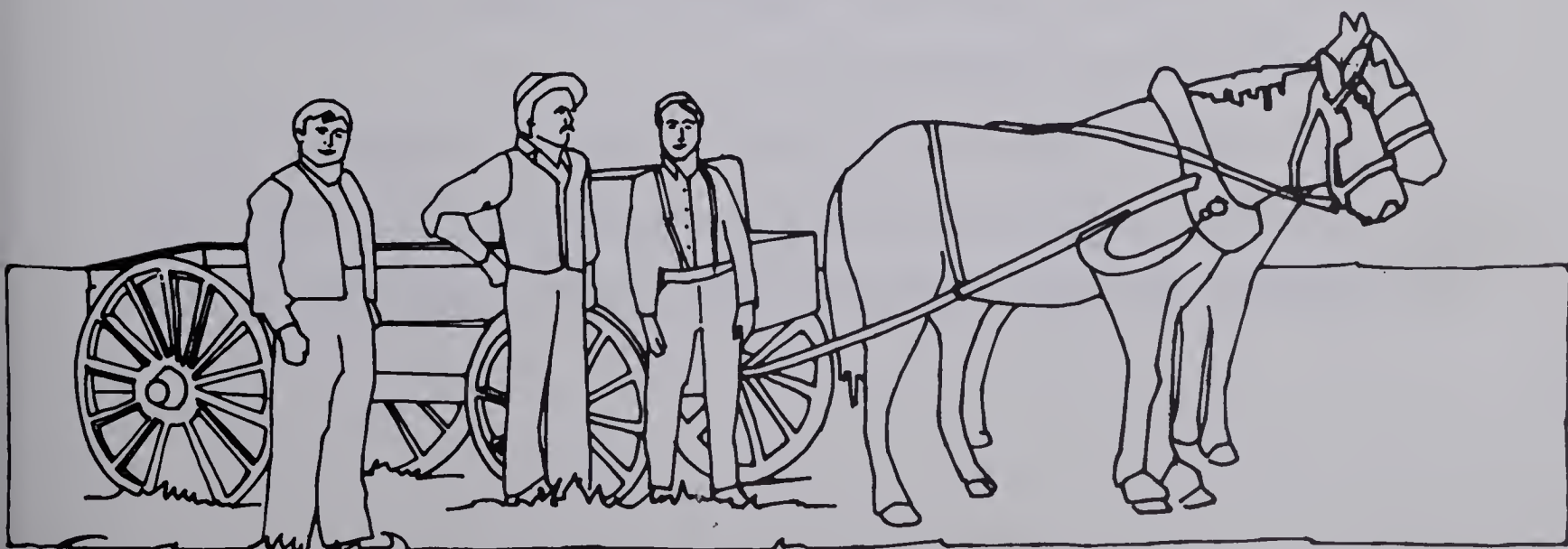
them back. It worked both ways. The logs in that barn of Carl's was five logs high. But logs, my gosh, they were eighteen inches across and we'd take five of them with a peaked roof - a sod roof. It was a good barn. He was big and strong but he needed help to build that."

Interview by Vivian Bryant

## THE BARN-RAISING

Today was the day, finally. I had been waiting for this day to come, with all the exciting things that were going to happen. People from miles around were coming to help raise our barn. They would be coming early; putting up a barn was a long day's job, even with twenty men to help.

Mother had been baking and cooking for the last two days. At noon, the log plank table on the north side of the house would be groaning with food. There would be heaping platters of fried chicken, and great pots of baked beans. Mother had a huge bowl of potato salad, and there would be crusty loaves of home-made bread and piles of yellow butter. And the desserts. Home-made pies with rich whipped cream, bread pudding with plump raisins, and maybe a freezer full of home-made ice cream. My mouth was watering already, just thinking of that dinner. I could hardly wait for the fun to begin.



(Barn-Raising continued)

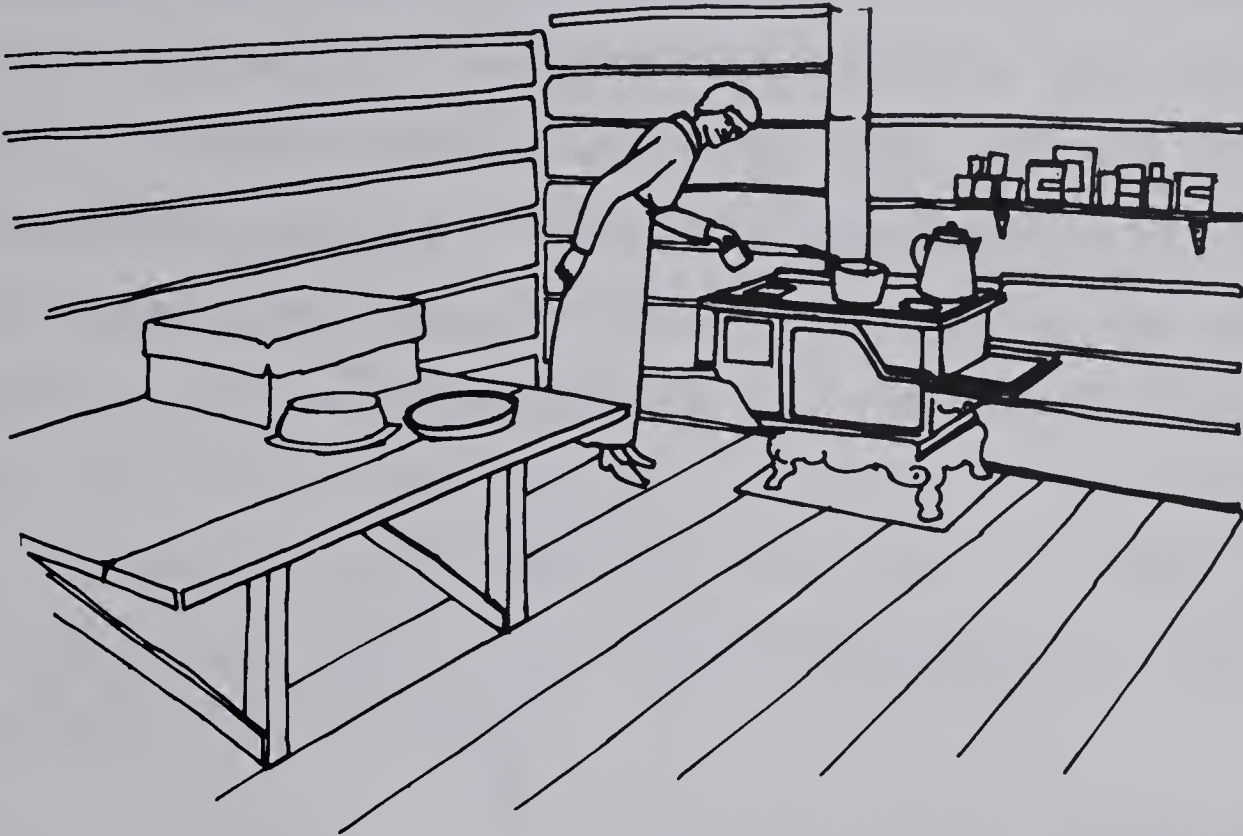
Into the middle of my dreams rumbled the first wagon to bring the neighbours who would be helping that day. Soon the yard was full of wagons, with the horses tied along the fence where they could munch the long, green grass. The men gathered around the lumber pile, planning how to begin the building. My father was a pretty good carpenter, so he was able to organize them and get everybody working. Soon the sound of pounding hammers came from the barnyard. The building of the barn was under way. The sides and ends of the barn were put together on the ground while another group of men put up the frame of the barn, and the rafters.

The women unloaded the food from the wagons and carried it to the shady table. Babies were put down on the beds in the house. Then the women were able to sit in the shade. They watched the older children at play and caught up on news from home and the gossip of the new district. Everyone looked happy, as they enjoyed the company. These building bees gave everyone a chance to visit with distant neighbours.

The dinner turned out to be just as good as I had expected, maybe even better. There was food left over for supper, and even some for lunch before everyone started

(Barn-Raising continued)

home. The women made gallons of lemonade for the men during the long, hot afternoon. We kids had our share too.

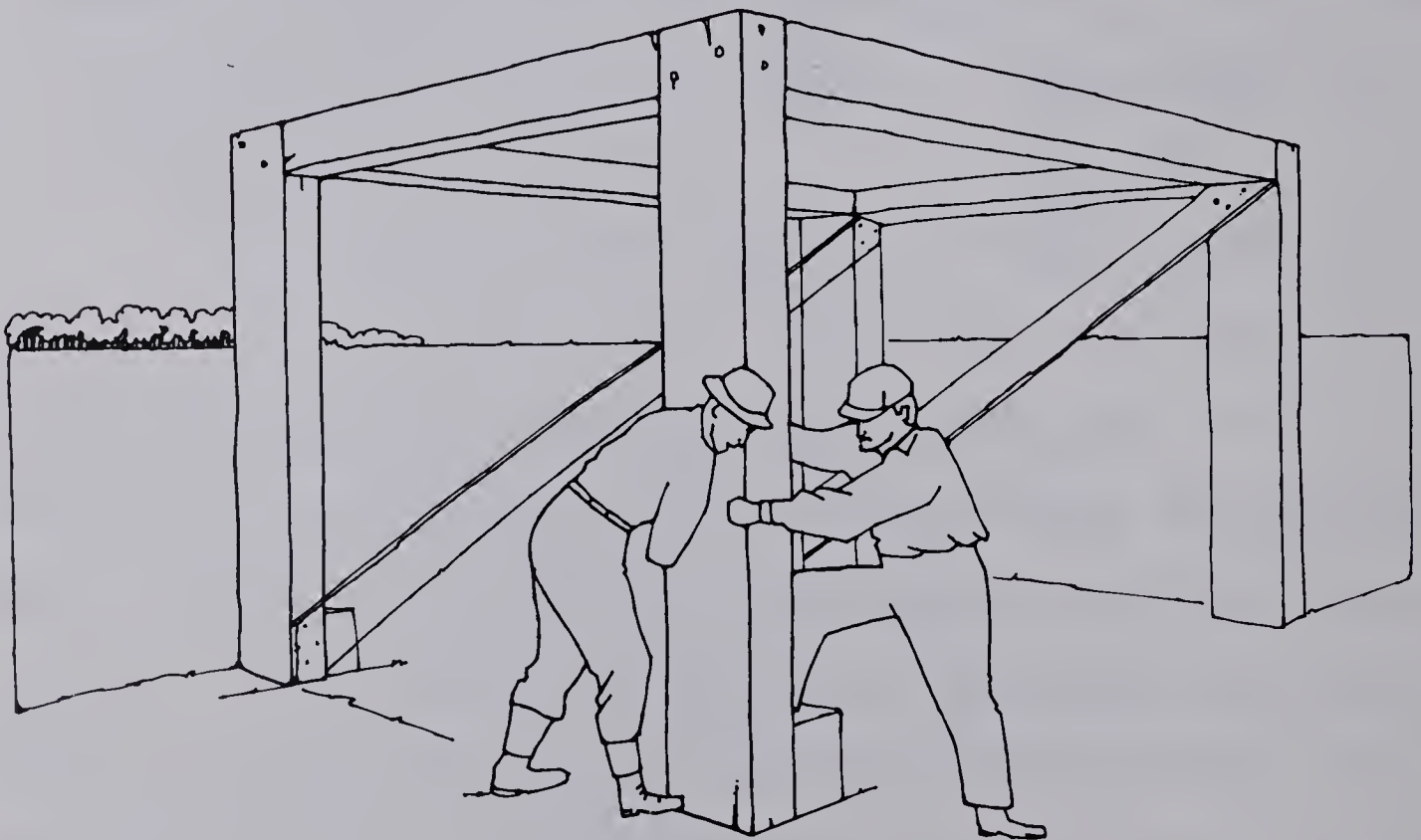


During the early afternoon, the sides and ends of the barn were ready to be raised into place. Ten men with long poles pushed while several others pulled on ropes which were fastened to the rafters of the barn. The walls were then nailed to the frame, and the building was taking shape. The roof would be added during the afternoon and early evening. A loft floor was necessary because there was sure to be a barn dance later that night. It would be so nice to have a barn to shelter our animals from now on.



(Barn-Raising continued)

The milk cows would be sheltered now when Dad had to milk. No more getting wet when it rained or roasted when the sun was hot. In the winter our big team, Molly and Pete, could be warm with hay in the mangers. And my pony could be kept in the barn so that I wouldn't have to chase her to catch her. The hens would have a warm place in winter and we could have fresh eggs all winter. Building bees were a great way to get things done. We had helped some of the neighbours already, and we would help more in the future.



You would have thought that everyone would have been tired enough to go home after supper, but no. Uncle Charlie had brought his fiddle. After all, what is a new



(Barn-Raising continued)

barn for if not for a barn dance? Soon the sound of the fiddle and the scuffle of the square dance could be heard all over the farmyard. There hadn't been a day like this for months and it had taken all the hours of the day to catch up on the gossip and news of home.

Finally it was time to go home. Babies and children were laid in the back of the wagons on beds of straw, while the mothers and fathers sat up on the seat. A prairie moon would light their way home. Everyone was going home with a good feeling. A barn had been raised for a neighbour, there had been good food and companionship, and a good barn dance had finished off the day. What more could one ask for?

Original story by Muriel Howard.

## THE BEEF RING

The beef ring was one way that pioneer people could co-operate so that they would have a supply of fresh meat during the summer months. Remember, there were no refrigerators when Grandma and Grandpa were your age. In the winter they could butcher an animal and freeze the meat until they were ready to use it. But the summer was a different matter. If one family butchered a whole beef, the meat would spoil before they could eat it all. Through working together as a beef ring, each family could have fresh meat throughout the summer. The farmers took turns each week in bringing one of their cattle for slaughter. Each family in the beef ring took home two pieces of meat each week. By the end of the summer they would have eaten as much as they had given.

My father was the butcher for the beef ring in our district. This was not surprising since he was the storekeeper in the little prairie store and my mother was the postmistress. So this was a natural gathering place for the people. When a farmer brought in an animal, it was put in a small pen with a very high fence because some of these range cattle were very wild. Then my father would shoot or stun the animal. (Stunning was done with an axe, giving a hard blow to the forehead.) This was supposed to

(The Beef Ring continued)

make more tender beef than shooting the animal, but I do remember peeking around the corner of the shed many times. I was always glad when the animal was too wild to be killed in this way and had to be shot.

Then I would help my father skin the animal. I liked this job. There is no blood when you strip the hide from a carcass. You had to be very careful with the knife so as not to cut the hide. This hide would later be used by the owner to make a beautiful tanned robe.

My father would then take the meat to the butcher house. It was allowed to cool for several hours, then he would cut it up into pieces. This is where I could be of more help. I would take each piece, weigh it, record it on a chart, and place it on the shelf by the member's name. We kept track of the cut and the weight so that each family would get the same pieces and weight of meat to make up a whole animal by the end of the summer. In later years, when I was a little older, I was allowed to add up the weights on the chart.

The members all came the next morning to pick up their meat. Then it was my special job to clean the shelves and table. They had to be very clean so that all would be ready for the fresh meat the next week. By using

(The Beef Ring continued)

lots of hot water and soap the shelves could be washed all white and clean. In this way the building did not attract flies. Of course, my older sister or mother would often come to help me clean, but I always tried to get as much done as I could. All the family had to help because there were always so many chores to do.

The pioneers found working together helped in many ways. By co-operating in a beef ring they could have better food.

Story by Freda Staden

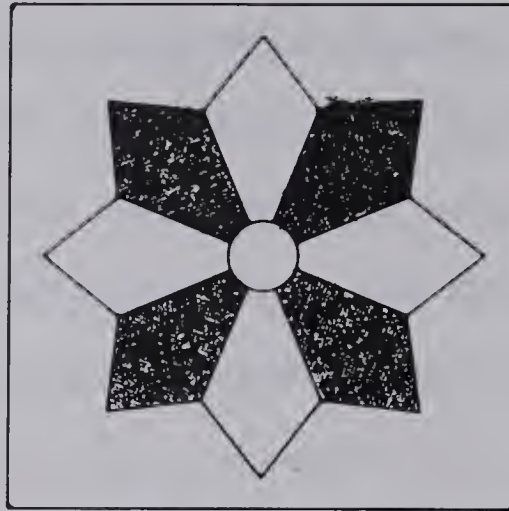
## THE PATCHWORK QUILT

Sunshine spread across the patchwork quilt. Catherine reached out from under the cozy quilt to touch first this patch, then that patch. It was great fun trying to remember what each piece of print had been used for. This one with the yellow flowers had been her new apron. The red stripey one had been her Christmas dress, and that one... Catherine snuggled down under the covers again. She remembered the day that all her mother's friends and neighbours had gathered to put the quilt together. The front room had been full of quilting frames and chattering women. With all the women, it had been a short job to put the big quilt and its woolen filling together. And what fun they had all had, chattering and laughing. Catherine had looked after some of the younger children. That had been fun too. This patchwork quilt had been tied together on top. That was an easy and quick way to make a quilt. Today, the women of the district were coming again to help with another quilt.

For months, Catherine's mother and grandmother had been working on a Dresden Plate quilt top. Thousands of stitches had gone into the work. Catherine knew her mother was famous throughout the district for her fine sewing ability. She always won prizes for her quilts at the summer fair.



(Patchwork Quilt continued)



Catherine thought of how full the front room would be today. There would be no room left for the children unless they played under the quilt on the floor. The big frames almost filled the room. Mother had the bottom of the quilt on the frames already. When the women came they would help her spread the wool over the bottom. Then the pretty top would be laid over that. The women would sit around the frame. They would take tiny stitches through the three layers of material.

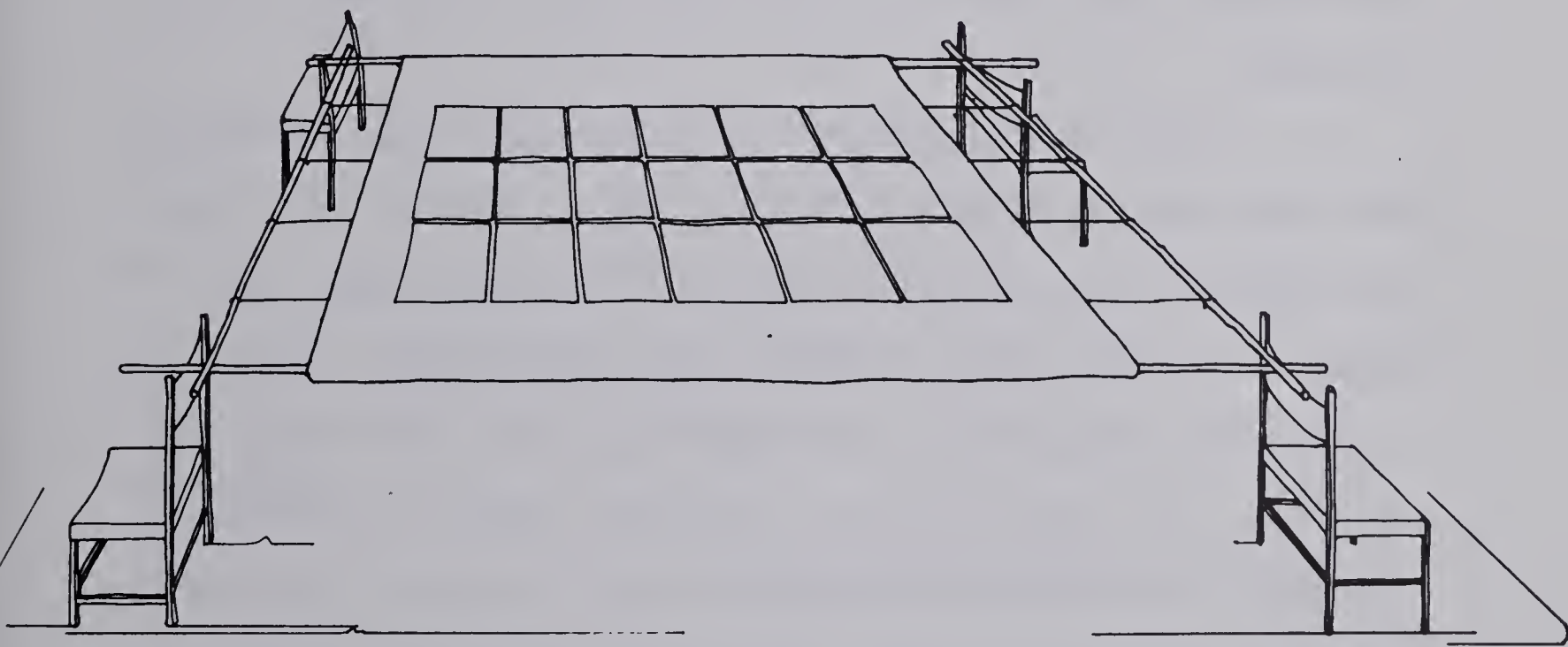
There would be a pretty pattern to the stitching. These beautiful quilts were almost as pretty on the wrong side as they were on top. During the day the quilt would be rolled in toward the centre, and finally by day's end the ladies and her mother would be stitching in the centre of the quilt.

Then it would be taken off the frames. Mother would bind the edges. Maybe, if she was lucky, the quilt would be used on Catherine's bed. But no, it would likely

(Patchwork Quilt continued)

be for the spare room bed, so that company could use it. It might even go into the quilt chest to be shown at next summer's fair. It might even be kept for a wedding present for Bill or Susan. Catherine's fingers played lazily with the patches closest to her. It was so nice to lie thinking of the quilt - she might even go back to sleep for awhile... "Catherine", Mother's voice called from downstairs. "It's time to get up. We have a busy day ahead of us."

Original story by Muriel Howard.



## THE THRESHING OUTFIT

All the men in the community were working on the threshing outfit. The big, metal threshing machine belonged to Mr. Brown. The crew was made up of farmers who wanted their threshing done by this machine. A huge, rumbling tractor pulled the threshing machine down the road to the next farm. Farmers with teams of horses pulling the bundle wagons followed as the machine was pulled to the next farm.

Early in the fall the wheat and barley had been cut by a binder pulled by four horses. The grain had been tied into bundles by the binder, which dropped them on the ground. Then the farmer and some helpers had picked up the bundles and built a stook with seven or eight of the bundles.

Now the grain was dry and it was time to thresh. The threshing machine was pulled into a field. The men with bundle wagons went around the field pitching the bundles on the wagons. When a wagon was full, the man would drive the horses and wagon up beside the threshing machine. He would begin to pitch the bundles into the machine. The threshing machine would separate the grains from the chaff and straw. The grain went into a wagon to be hauled to town and sold. The yellow straw was blown into a straw stack to be used for feed and bedding for the

(The Threshing Outfit continued)

farm animals in the winter. The machine was moved from field to field until each farmer had his crop threshed.

The farmer's wife was busy too. She had to make meals to feed the threshing crew. The men were very hungry. She had to get up at four o'clock. For breakfast, she made pancakes, bacon and eggs, and fried potatoes. Sometimes there was pie or homemade doughnuts for breakfast. The men drank gallons of coffee and milk. There was morning lunch and afternoon lunch with big dinners and suppers. Each farm wife tried to make better meals than her neighbours.

The work was hard and it took nearly all fall to get the threshing done for everyone. Sometimes the men had to work after there was snow on the ground. And sometimes the weather was so bad that the threshing was done in the spring. While the men worked on the threshing outfit, their other work did not get done. While they were threshing, they worked from daylight until dark, so at night they were very tired. Working on a threshing outfit was hard work.

Recalled by Muriel Howard.

## THRESHING

The first fall I was married, we lived with my husband's parents. The threshing crew was large - twelve men to cook for, three times a day. They worked until dark so didn't get in for supper until after 10:00 p.m. After supper, it took until 11:30 to get the dishes done, as there was no running water or dishwasher. Then we had to get up at four in the morning to get breakfast. I cried every morning when the alarm rang because I was so tired.

Recalled by Muriel Howard.



## MAKING AND SELLING BUTTER

The settlers in Bardo believed in working together. They knew they could earn money selling butter. But they needed to get the butter to the city to sell it. They decided to work together to sell butter.

First they decided who would join their group. Then they worked together to cut logs for a building. Each farmer gave some boards for a roof and floor. Martin Finseth gave some land to build it on. They built a long work table. They also built an ice house in the back. This was in 1905, and they had no electricity and refrigerators.

Every week each member took his own butter to the building. They wrote down how much butter each person brought. Then they mixed all the butter together. They cleaned it and added salt. Then they packed it in boxes and put it in the ice house. When they had a wagon load farmers took turns hauling the butter to sell in Edmonton.

Butter days were fun for everyone. While they were making butter, they talked. They had been alone on their farms all week. It was good to get together with their neighbours. In the afternoons, they always had coffee too.

Copyright. Adapted from  
Pioneer Days in Bardo, Alberta.  
Hendrickson and Steen.  
Pioneer Days in Bardo, Alberta.  
pages 157 and 158.

## BREAKING LAND

In 1904 Georgina Thomson's family came to Alberta. They came from Ontario by train. Their farm was near Nanton.

None of the land on their farm had been plowed. The other farmers had all of their plowing to do, too. Georgina's closest neighbours were the Ellisons. Mr. Ellison had always lived in a city. He didn't know much about horses.

In a book about her life, Georgina tells about working with the Ellisons on plowing.

Billy Ellison bought himself a team of horses. He needed them to help plow. He had never been near a horse in his life before. That made it hard for him to learn to drive them. He used to have nightmares and wake up shouting, "Gee! Ha! Giddap!" He didn't know how to take good care of his horses, either.

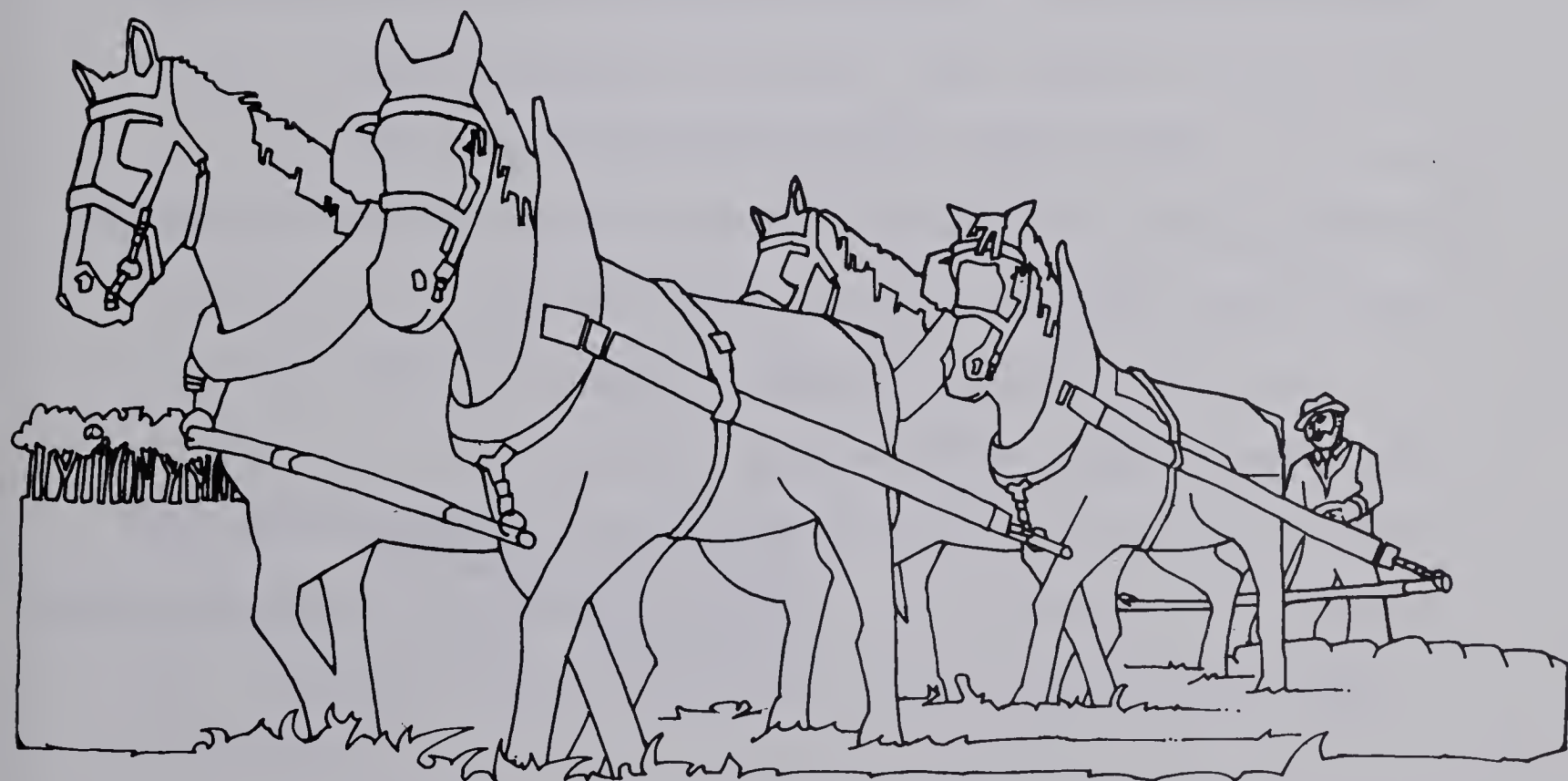
The first few months all the farmers were busy plowing new land. They called it "breaking land". Most farmers were poor and couldn't buy enough horses to plow. It took four horses to pull the plow. So Father would borrow Ellison's team of horses for one day. The next day, Father would loan out Buck and Queen to the Ellisons. That way they could break land on both farms.

(Breaking Land continued)

But the Ellisons did not understand how to take care of horses. Father was a farmer, and Buck and Queen were well cared for. So Father always hated plowing with Ellison's horses. He called them "poor old skates".

Father was glad to be able to buy another team as soon as he could. Then he could take good care of his own horses.

Copyright. Adapted from  
Crocus and Meadowlark Country.  
Thomson, Georgina. Crocus  
and Meadowlark Country. pages 59-67.



## FIGHTING FIRES

## Part I. Near Nick and Mary's Farm

Nick and Mary were lucky that first winter. But many of their neighbours had bad luck. Many lost everything on their farms. Here is what happened. Nick left the farm to go work for the railroad. He could earn some money to help buy a cow and pig. In October, a big fire started in the grass. The wind blew the fire. The fire spread to other farms. Soon farmers came from far around to fight the fire. They tried to save the log houses and barns from the fire. Victor took Mary to stay with his family. Then he went to help other farmers fight the fire. The fire burned all day, all night, and all the next day. For a week Victor helped other farmers fight the fire.

When it was over, the farmers who were not working on the railroad were busy. They helped the families whose homes had burned build again.

Nick came back in the spring. He was glad to see the fire had not burned his house.

Copyright. Adapted from The  
Ukrainian Canadians.  
Burke, Marguerite. The Ukrainian  
Canadians. page 22.



## Part II. Near Bardo

It had been weeks since it rained. The creeks were dry. The grass in the fields was dry and brown. All the farmers had been busy cutting hay for their cows and horses. They had not taken time to plow under strips of grass. Plowing the dry grass under the ground would have stopped a fire.

On October first, the settlers were cutting hay and building houses. Some of the men saw a cloud. It looked like smoke coming toward them. They started plowing long strips of ground around their houses. But the wind was blowing hard. Before they could finish, the fire came. When Lars Johnson got home, he found his new home burned to the ground.

His furniture was burned. His winter food supply was burned. Other farmers lost haystacks, houses, clothes. It would be a hard winter.

The next year it was dry again. This time everyone in Bardo worked together. They plowed under a long strip of grass. They plowed a strip over five miles long. They took turns watching for fires, day and night. This time they worked together to make their farms safe from fire.

Copyright. Adapted from Pioneer Days in Bardo, Alberta. Hendrickson, Magda and Ragna Steen. Pioneer Days in Bardo, Alberta. pages 59-67.





# APPENDIX C

## Community

## Histories

(Histories of specific communities.  
Useful for pictures and comparison  
to the sources used in the unit.)

Bucking Poles and Butter Churns. North Lone Pine Women's Institute.  
Carstairs, Alberta: The Carstairs News.

History of Lone Pine District.

- p. 118 - Social gathering.
- p. 94 - Annual Christmas concert.
- p. 95 - Winter months' activities: dances, house parties;  
summer - picnics.
- p. 213 - In spite of hardships, a sense of pride, gratitude.  
Made friends of excellent quality.
- p. 45 - Fear and dread when someone was ill, not much in  
line of medical conveniences.
- p. 33 - Life was stark.
- p. 30 - Men had frozen faces and hands when getting hay in  
winter; women performed stitching surgery on cracked  
hands.
- p. 24 - Hardships - winter blizzards.

Calahoo Trails. The Calahoo Women's Institute.

Details: Threshing time.

Grande Prairie - Capital of the Peace. Isabel Campbell. I.M.C. Books,  
Publisher, 1968.

History of pioneers.

The Grass Roots of Dorothy, 1895-1970. Hazel B. Roen. Calgary, Alberta:  
Northwest Printing & Lithographing Ltd., 1971.

- pp. 47-50 - Diary: recalling events - drilling for water;  
getting coal; hauling logs.
- pp. 195-196 - Carrying water (humour).
- pp. 227 - Teaching and school concert.
- pp. 230 - Picture threshing.

Pioneers of the Peace. Isabel M. Campbell. Grande Prairie and District  
Old Timers' Association. Calgary, Alberta: D. W. Friesen and Sons  
Ltd., 1975.

- p. 13 - Tells of the wrapping of the body of a dead friend  
and burying him as the Beaver Indians did.

Readymade and District. Readymade Historic Society. Lethbridge, Alberta: Southern Printing Co., Ltd., 1977.

Description: Group work is illustrated by the Readymade Water Users Association.

p. 28 - Illustrates contract haying.

Reflections: A History of Elk Point and District. Elk Point and District Historical Society. Winnipeg, Manitoba: Inter-Collegiate Press, 1977.

p. 72 - Photographs (social activities).

p. 61 - Barn dances.

p. 59 - Literary Society.

p. 62 - Country dance.

pp. 77-84 - Sports.

p. 452 - Feeding the chickens (photo).

Roundup - Raymond, 1902-1967. J. Orvin Hicken, Ed. Lethbridge, Alberta: The Lethbridge Herald Company Ltd., Printing Division, May 1967.

p. 153 - The story of hiring a man with a large steam tractor to move farm buildings for the family.

Sons of Wind and Soil. D. W. Friesen. Nobleford, Alberta: Nobleford Monarch History Book Club, 1976.

p. 155 - Comments on how in the past your neighbours were your best friends and how life was more content, whereas today you hardly know your neighbour and man's life is just becoming more nerve-wracking.

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
History of Mannville and Mannville District	Oldtimers Association	1961	Mannville
The Great Lone Land	Consort Golden Jubilee Committee	1962	Consort
Pioneer Days of Hanna and District	Golden Jubilee Committee of Hanna	1962	Hanna
The Story of Blairmore 1911-61	Town of Blairmore	1962	Blairmore
Warner Pioneers	Historical Committee of the Old Timers' Association of Warner	1962	Warner
To the Future Your Heritage	Ripley Community Society	1963	Alix
Battle Bend Pioneers	Battle Bend Sewing Circle	1963	Hardisty
Jubilee Commemorating the Founding of Rocky Mountain House	Jubilee Committee	1963	Rocky Mountain House
Fifty Years on the Coulee Rim	Donalda Community Council	1963	Donalda
The Early History of the Medicine Hat Country	Medicine Hat and District	1964	Medicine Hat
History of the Border	Village of Coutts	1965	Coutts
Gladys and Dinton Through the Years	Gladys and Dinton Women's Institutes	1965	High River



PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Echoes of Willow Creek	Willow Creek Historical Society	1965	Granum
Rosyth Memoirs	Rosyth F.W.U.A. #709	1965	Hardisty
Lewisville Pioneers	Malmo Women's Institute	1966	Wetaskiwin
Heritage of Service-History of Nursing	Alberta Association of Registered Nurses	1966	Edmonton
Alberta Writers Speak - Centennial Issue	Words Unlimited Writers Group	1966	Edmonton
Vermilion Memories	Vermilion Old Timers' Assoc.	1967	Vermilion
Furrows, Faith and Fellow- ship	Alberta Agricultural Centennial Committee	1967	Edmonton
The Lacombe Story	Lacombe and District Board of Trade	1967	Lacombe
Ridgewood Community 1889- 1967	Ridgewood W.I.	1967	Red Deer
Coyote Flats Historical Review	Coyote Flats Historical Society	1967	Picture Butte
The Lantern Years, Buffalo Park to Neutral Hills	Hughenden W.I.	1967	Hughenden
A Trail Grows Dim	Westerdale Willing Workers	1967	Olds

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Josephburg Heritage	Josephburg United Church	1967	Fort Saskatchewan
Trails of Tail Creek Country	Kanata Women's Institute	1967	Erskine
Back Over the Trail	Acadia Women's Institute	1968	Huxley
Rivercourse Centennial	Rivercourse Sewing Circle	1967	Rivercourse
Pioneering the Parklands	F.W.U.A.	1967	Marwayne
Strathcona High School in Retrospect	Strathcona Home and School Association	1968	Edmonton
Prairie Trails	Centennial Committee	1968	Carstairs
Clover and Wild Straw- berries	Athabasca Local, Alberta Teachers' Association	1968	Athabasca
Trails Northwest	Barrhead and District Historical Society	1968	Barrhead
Buffalo Coulee Progress 1902-1967	Buffalo Coulee Home and School Centennial Committee	1968	Vermilion
We Thy Servants	Ganton-Watson Red Cross Auxilliary	1968	Tolland
Tales from Two Townships	Dalemead Indus History Committee	1968	Dalemead
Drybelt Pioneers	Book Committee	1968	Enchant

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Eastburg	Eastburg F.W.U.A.	1968	Eastburg
Wandering River History	Wandering River Women's Institute, Amesbury	1968	Wandering
Landmarks	Alberta Council Girl Guides of Canada	1968	Edmonton
Let Us Not Forget	Viking Historical Society	1968	Viking
Wind, Willows and Prairie Wool	Naco F.W.U.A.	1968	Consort
In Retrospect 1967	Greenlawn District Centennial Committee	1968	Dewberry
Harvest of Memories	The Majestic Farrell Lake Women's Institute	1968	Delia
Below the Flight Path	Royal Alexandra Hospital Association	1968	Edmonton
Holy Trinity Anglican Church 75 Years 1893-1968	Holy Trinity Anglican Church	1968	Edmonton
Growth	Synod of Alberta, Presbyterian Church in Canada	1968	Olds
Tales of Tail Creek Country	Kanata Women's Institute	1969	Erskine
One of Many	Reuben A. Bauer	1968	Edmonton

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Mecca Glen Memories	Mecca Glen Centennial Committee	1969	Ponoka
Hand Hills Heritage	Hand Hills Book Committee	1969	Craigmyle
Grand Prairie - Capital of the Peace	Miss Isabel Campbell	1969	Grande Prairie
Tales of Tofield	Tofield Historical Society	1969	Tofield
Bridging the Years	Carmanhay Home and School Association	1969	Carmanhay
See Olds First	Olds Old Timers Association	1969	Olds
This is Our Land, Vol. 2	Cessford Historians	1969	Cessford
Alberta Writers Speak (5th Issue)	Words Unlimited Writers Group	1969	Edmonton
Down Cereal's Memory Trails	Cereal Women's Institute	1969	Cereal
Leaves of Yesteryear	F.W.U.A. Local 502	1970	Bon Accord
Crestomere and Sylvan Heights Heritage	Crestomere and Sylvan Heights Heritage	1970	Ponoka
Fencelines and Furrows	Fencelines and Furrows Book Society	1970	Blackie
Harvest of Memories	Majestic-Farrell Lake	1970	Delia
Down Cereal's Memory Trails	Cereal W.I.	1970	Cereal

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Prairie Footprints	Pendent d'Oreille Book Fund	1970	Etzikom
Tribute to Whitla Pioneers	Whitla Community Club	1970	Seven Persons (Medicine Hat)
As the Years Go By	Three Hills Rural Community Association	1971	Three Hills
Esther Community History	Rush Centre W.I.	1971	Esther
Michichi	Michichi History Book Society	1971	Michichi
Delia-Craighmyle Saga	Delia and District Historial Society	1971	Delia
Pioneer Heritage	Wheatsheaf W.I.	1971	Altario
The Grass Roots of Dorothy	Dorothy Historical Society	1971	Dorothy
As the Wheel Turns	Merna Welfare Club	1972	Sedgewick
Aboriginal Man on the Plateau of Northwest America	Archaeological Association University of Calgary	1972	Calgary
Where Waters Flow	Centennial Book Club	1972	Vauxhall
Cleaverville-Champion 1905- 1970	Cleaverville Pioneer Book Committee	1972	Champion
Saddles, Sleighs, Sadiroons	Chestermere Historical Society	1972	Calgary
Wheat Heart of the West	Barons History Book Club	1972	Barons



PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
The Hospital on the Hill - Diamond Jubilee Edition, 1912-1972	Islay Municipal Hospital	1972	Islay
Memories - Yours and Mine	Hesketh-Pope Lease Historical Committee	1972	Carbon
Silver Sage	Bow Island Lions Club	1972	Bow Island
Waterhold and Land North of the Peace	Waterhole Old Timers Association	1972	Fairview
Bucking Poles and Butter Churns	North Lone Pine Women's Institute	1972	Didsbury
M. D. of Kneehill	Municipal District of Kneehill	1972	Three Hills
The Times of Irma, 1912-1972	Book Committe of Chamber of Commerce	1972	Irma
Bawlf Lutheran 1902-1972	Bawlf Lutheran Church	1972	Bawlf
Pioneer Days	Centennial Book Club	1972	Rumsey
The Gleichen Call	Gleichen United Church Women	1972	Gleichen
Memories - Redwater and District	Redwater History Committee	1972	Redwater
As the Years Go By	Three Hills Rural Community Association	1972	Three Hills

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Munson and District	Munson History Book Association	1972	Munson
Cherished Memories	Ardrossan Women of Uniform	1972	Ardrossan
Memories - Redwater and District	Redwater History Committee	1972	Redwater
Blooming Prairie - A History of Morrin and District	Morrin and District History Book Committee	1972	Morrin
Verdant Valleys in and Around Lougheed	Lougheed Women's Institute	1972	Lougheed
Wagon Trails to Hard Top	Lacombe Rural History Club	1972	Lacombe
Buried Treasures	Elnora and District Historical Society	1972	Elnora
From the Buffalo to the Cross	Calgary Archives & Historical Publishers	1973	Very Rev. Joseph Lefort, Treasurer, Box 1607, Calgary, Alberta
Wild Flowers and Buffalo	Chalmers United Church Women	1973	Mrs. F. Carlson, President, 12315 - 132 Avenue, Edmonton, Alberta
Trails to Highways	Eastway Ladies' Social Club	1973	Mrs. W. Burgess, Chairwoman Vulcan, Alberta
Pioneer Round-up	Pioneer History Society of Hythe	1973	Mrs. V. Greber, Secretary- Treasurer, Hythe, Alberta

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Saga of Schuler Stalwarts	Schuler Community Assocation	1973	Mr. V. Volk, Secretary- Treasurer, Schuler, Alberta
Footprints on Mi-Chig-Wun, Memoirs of Sunnyslope Pioneers	Sunnyslope History Book Committee	1973	Mrs. M. Vetter, Secretary- Treasurer, R.R. #1 Three Hills, Alberta
Pioneers Who Blazed the Trail	Women of Unifarm Local 2104	1973	Mrs. Dorothy Cowell, Secretary-Treasurer Box 208 High Prairie, Alberta
Fencelines and Furrows	Fencelines and Furrows History	1973	Box 51 Blackie, Alberta
Pioneers and Progress	Alix-Clive Historical Club	1974	Mrs. J.W. Ludvigsson, Secretary-Treasurer Alix, Alberta
International Conference on the Prehistory and Paleo- ecology of the Western North American Arctic and Subarctic	Archaeological Association	1974	Mrs. Bea Loveseth, President, Dept. of Archaeology University of Calgary, Calgary, Alberta
Tributaries of the Blindman	Blindman History Book Committee	1974	Mrs. Ethel Jensen, Secretary R.R. #2, Bluffton, Alberta
Calgary's Anglican Cathedral	Cathedral Church of the Redeemer	1974	Rev. D.J. Carter, Rector, 218 - 7 Avenue S.E., Calgary, Alberta

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Red Serge Wives	Centennial Book Committee	1974	Mrs. G. Routledge, Treasurer, 4531 - 106B Avenue, Edmonton, Alberta.
Clevertville Champion 1905- 1970	Clevertville Pioneer Club	1974	Mrs. Phyllis Hegland, Box 346 Champion, Alberta.
Trail Blazers	Conroy Club	1974	Mrs. Mildred Goodkey, Head R.R. #1 Winfield, Alberta.
Earnest-Minded Men	County of Vermilion River No. 24	1974	Mr. A.R. Kay, Kitscoty, Alberta
Crestomere and Sylvan Heights Heritage	Crestomere and Sylvan Heights Book Committee	1974	Mr. J. Tiltgen, Chairman, R.R. #4 Ponoka, Alberta.
The Hills of Home	Drumheller Valley History Association	1974	Mrs. Playle, Box 298, Drumheller, Alberta.
Battle River Country: A History of the Duhamel Area	Duhamel Historical Society	1974	Dr. J. Hambly, Secretary, 4606 - 49 Street, Camrose, Alberta
Buffalo Trails and Tails	Gilt Edge Ladies Booster Club	1974	Mrs. M. Kitchen, Box 1394, Wainwright, Alberta

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Kinsmen Chronicle	Kinsmen Club of Calgary	1974	Mr. S. Minuk, 2511 Charlebois Drive, N.W. Calgary, Alberta.
Irrigation Builders	Magrath and District History	1974	Mr. J.A. Spencer, President, Magrath, Alberta.
Snake Valley	Milo and District Historical Society	1974	Mrs. G. Vooy's, Secretary, Box 128, Milo, Alberta
Memory Opens the Door	New Norway Community Club	1974	Mrs. J. Wells, New Norway, Alberta.
Prairie Grass to Mountain Pass	Pincher Creek and District New Horizons Project	1974	Mrs. White, Chairman, Box 272, Pincher Creek, Alberta
Ponoka Panorama	Ponoka and District Historical Society	1974	Mr. H. Brekke, Vice-Chairman, Box 365, Ponoka, Alberta
Long Shadows	Shortgrass Historical Society	1974	Mrs. E. Dixon, Secretary, R.R. #1, Foremost, Alberta.
Grub-axe to Grain	Spruceview History Committee	1974	Mrs. F. Heinsen, President, Route 1, Markerville, Alberta
60th Anniversary - Summer Village of Lakeview	Summer Village of Lakeview	1974	Mrs. J. Killips, Secretary-Treasurer, 5619 - 138 Avenue, Edmonton, Alberta



PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Tales and Trails	Tails and Trails History Book Committee	1974	Mr. A.L. Hogg, President, R.R. #1, High River, Alberta.
Hilda's Golden Heritage	Town and Country Ladies Club	1974	Mrs. M. Ziegler, Secretary-Treasurer, Hilda, Alberta.
Holiday Wonderland	Zone Four Tourist Council	1974	Mr. M.T. Swain, Manager, Box 1793, Lacombe, Alberta.
Beaverlodge to the Rockies	Beaverlodge & District Historical Association	1975	Mr. C.R. Elliott, Box 359, Beaverlodge, Alberta.
Brooks - Beautiful, Bountiful	Brooks Museum & Historical Society	1975	Mrs. E. Delday, Box 657, Brooks, Alberta.
Missionary with the Blood Indians	Cathedral Church of the Redeemer	1975	Mr. A.D. Castle 218 - 7th Avenue, S.E. Calgary, Alberta.
Where the Wheatlands Meet the Range	Clareholm History Book Club	1975	Mrs. E. Olstad, Chairman, Clareholm, Alberta.
Freeway West	Falun Historical Society	1975	Mrs. D. Breitzkreuz, Falun, Alberta.
Reminiscing in Ferguson Flats	Ferguson Flats Ladies Club	1975	Mrs. G. Nelson, Lindbergh, Alberta.

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Hills of Home	Hills of Home Historical Society	1975	Mr. H. McLaughlan, Box 314, Milk River, Alberta.
Iron Springs Christian Reformed Church, 1949-1974	Iron Springs Christian Reformed Church	1975	Mr. M. Puurveen, Chairman, Box 27, Iron Springs, Alberta.
K.I.K. Country	Kathryn & District Historical Society	1975	Mrs. G. Poffenroth, Keoma, Alberta.
Land of the Lakes	Lamerton Historical Society	1975	Mrs. H.A. Benson, Tees, Alberta.
The History of St. John's Presbyterian Church, Medicine Hat - 1883-1973	St. John's Presbyterian Church	1975	Rev. D.C. Smith, 504 - 2 Street, S.E. Medicine Hat, Alberta.
St. Mary's Hospital, Camrose	St. Mary's Hospital	1975	Sister R. Bekar 4607 - 53 Street, Camrose, Alberta.
Tomahawk Trails	Tomahawk Trails Book Club Committee	1975	Mrs. J.M. Pischke, Tomahawk, Alberta.
✓ Ukranian Canadiana Series	Ukranian Women's Association of Canada	1975	Mrs. N. Faryna, 9653 - 85 Street, Edmonton, Alberta.
School Days - A Century of Memoirs	Calgary Board of Education	1976	Miss M. Knoch, Community Relations Officer Calgary School Board 515 Macleod Trail, S.E. Calgary, Alberta

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Saddlebags to Stained Glass	Camrose United Church	1976	Mr. Carl. A. Johnson, 4829 - 50 Street Camrose, Alberta.
Chatter Chips from Beaver Dam Creek	Castor & District Agricultural Society	1976	Mr. David Clarke, Secretary, Box 386, Castor, Alberta.
Singing Rails and Tails	Chauvin & District Senior Citizens Drop In Centre	1976	Mr. Douglas Ferry, Chauvin, Alberta.
Derby Town Echoes	D.E.L. Women's Institute	1976	Mrs. Violet Pekse, R.R. #1 Sundre, Alberta.
Still God's Country - Early History of the Byemoor Area	Farrell Lake Community Club	1976	Mr. Olivin Pearson, Byemoor, Alberta.
Short Grass Country	Village of Foremost	1976	Mrs. E. Bernhart, Box 159, Foremost, Alberta
Hillspring & Its People	Hill Spring Cultural Society	1976	Mrs. Wanda Brooks, Cardston, Alberta.
The Pioneer West	Historical Society of Alberta	1976	Mr. H. Dempsey, Editor, 95 Holmwood Avenue, N.W. Calgary, Alberta
Lac La Biche - Yesterday and Today	Lac La Biche Heritage Society	1976	Mr. Elmer Dodds, Director, Box 237 Lac La Biche, Alberta.

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Lone Butte North	Lone Butte Book Club	1976	Mrs. Pearl Reuteman, Box 1225, Hanna, Alberta.
Ogden Whistle	Millican-Ogden Community Association	1976	Mr. R. Jorawsky, President, 1944 Lynover Crescent, S.E., Calgary, Alberta.
A Treasure of Memories	Monitor Community Club	1976	Mrs. Anne Johnson, Monitor Ladies Auxiliary, Monitor, Alberta.
Mosquito Creek Round-Up	Nanton & District Historical Society	1976	Mr. C. Rhyeson, Treasurer, Box 483, Nanton, Alberta.
Settlers Along the Bow	Rainier-Bow City History Club	1976	Mrs. Rose Miller, Box 8, Site 2, Brooks, Alberta.
75th Anniversary - St. Peter's Lutheran Church	St. Peter's Lutheran Church	1976	Mr. Fred Stolof, Box 2072, Leduc, Alberta.
Remember When - The History of Trochu and District	Trochu History Book Committee Trochu Valley Historical Society	1976	Mrs. Eileen Toliver, Box 243, Trochu, Alberta.
Ukranians in Alberta	Ukranian Pioneers Association of Alberta	1976	Dr. Holubitsky, Secretary, 9543 - 110 Avenue, Edmonton, Alberta.
The Badge and the Blotter	Whoop-Up Country Chapter, Historical Society of Alberta	1976	Mr. A. Johnston, President, Box 974, Lethbridge, Alberta.



PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
The Fort on the Saskatchewan	Fort Saskatchewan Historical Society	1976 For	Box 3054, Fort Saskatchewan, Alberta.
Early History of the Medicine Hat Country	Medicine Hat & District Historical Society	1976	1302 Bonford Crescent, S.W., Medicine Hat, Alberta.
History of the Alberta School Trustee's Association	Alberta School Trustee's Association	1977	#311, 10106 - 111 Avenue, Edmonton, Alberta.
1875 - 1975 All Saint's Anglican Cathedral	All Saint's Anglican Cathedral	1977	Rev. James R. Brown, 10035 - 103 Street, Edmonton, Alberta.
Bowtell Tales of 1976	Bowtell Community Association	1977	Mrs. K. Harrison, Box 1316, Vermilion, Alberta.
Calahoo Trails	Calahoo Women's Institute	1977	Mrs. M.B. Dalheim, Treasurer, Box 262, Onoway, Alberta.
Echoes of a Bell	Carstairs United Church	1977	Mrs. H. Riddle, Treasurer, Box 393, Carstairs, Alberta.
They Gathered at the River	Central United Church	1977	Miss Eva Jagoe, Secretary, 131 - 7 Avenue, S.W., Calgary, Alberta.
Coyote Flat - Volume II	Coyote Flats Historical Society	1977	Mr. C. Noble, President, Box 57, Iron Springs, Alberta.



PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
A Register of Service	Diocese of Athabasca	1977	Archdeacon J.B. Owen, Box 279, Peace River, Alberta.
The Eagle Calls	Dorcas Ladies Aid	1977	Mrs. V. Scarrott, R.R. #2 Olds, Alberta.
Winds of Change	Edgerton & District Historical Society	1977	Mrs. B. Nelson, Box 87, Edgerton, Alberta.
Chaps and Chinooks, Volume I and II	Foothills Historical Society	1977	Mrs. B. Barrows, Treasurer, R.R. #2, Calgary, Alberta.
History of Girouxville	Girouxville Historical Society	1977	Mrs. L. St. Andre, President, Box 96, Girouxville, Alberta.
Pioneers of the Peace	Grande Prairie & District Old Timer's Association	1977	Mr. Gerald Carveth, 9730 - 99 Avenue, Grand Prairie, Alberta.
Frontier Notes	High Level Public School District	1977	Mr. W.B.W. Rackow, Principal, Box 1600, High Level, Alberta.
Hills of Hope	Hills of Hope Historical Society	1977	Mr. John Hrasko, President, Box 1690, Spruce Grove, Alberta.

PUBLICATION	ORGANIZATION	YEAR	MAILING ADDRESS (CONTACT PERSON IF AVAILABLE)
Frontier Calgary	Historical Society of Alberta	1977	Mr. Grant L. Weber, President, Box 4035, Station "C", Calgary, Alberta.
First Baptist Church Story - 1901 - 1976	Lethbridge First Baptist Church	1977	Mr. W. Domeier, Treasurer, 1614 - 5th Avenue S., Lethbridge, Alberta.
In the Bend of the Battle	Lions Club of Alliance	1977	Mr. Kenneth W. Findlay, President, Alliance, Alberta.
In His Service	St. Augustine's Anglican Church	1977	Rev. Lorne F. Lee, 409 - 11 Street, S., Lethbridge, Alberta.
The Butte Stands Guard	Stavely Historical Book Society	1977	Mr. N.E. Johnson, President, Box 212, Stavely, Alberta.
Sagittawah Saga: The Story of Whitecourt	Town of Whitecourt	1977	Mr. David C. Bosehman, Assistant Municipal Administrator Box 522, Whitecourt, Alberta.
Our Foothills	Willing Workers Women's Institute	1977	Mrs. Ted Pekse, Secretary, R.R. #8, Calgary, Alberta.



# APPENDIX D

## Audio - Visual Resources

At Work in Your Neighborhood. Filmstrip and tape. Learning Resources Company.

People working together in a neighbourhood.

Families and Friends: Olden Days on the Farm. Videotape. Edmonton, Alberta: Access Alberta.

Where farm activities are shown before power. Again it shows co-operation and the mutual feeling all workers have.

Families and Friends: Olden Days on the Farm. Videotape. Edmonton, Alberta: Access Alberta.

Describes the co-operative life and activities of a pioneer Alberta village.

Farms. Kit. Includes: two filmstrips - "Farm Long Ago"; "A Diary Farm Today"; guide and cassettes to accompany the films. Copyright 1974.

Shows co-operative work on the farm -- the advantages of working together on major issues and alone on things like weaving and churning butter.

Farm Equipment - 18th Century. Slides. National Film Board, 1969.

Early farm equipment is shown -- a great improvement over doing everything by hand.

Great Grand Mother. Film - 28 minutes, 47 seconds. Edmonton, Alberta: Produced by Filmwest Associates Ltd. for the National Film Board.

An appreciation of the women who settled the prairies beginning with the early immigration and ending with the victory of being the first women in Canada to receive the provincial vote. Recollections of women, living today, are complemented by a series of quotations drawn from letters, diaries, and newspapers of the day which are spoken over re-enacted scenes and archival photographs.

Grizzly Adams. Television programme.



Growth of a Nation. Picture set. Daniel Birch (general editor).  
Toronto: Fitzhenry & Whiteside Ltd.

Pictures: #12-17 - homesteading on the prairies  
#8 - present day wheatfield and operation  
(back of pictures)  
#12 - harvest progress -- ox to steam  
#13 - barn-raising

January 15, 1910. Filmstrips, cassettes, games. Toronto, Ontario:  
Gage Educational Publishing Ltd.

Gives students the opportunity to experience a day in  
the life of the Nicolls family during the winter on  
the Prairies in 1910.

Little House on the Prairie. Television programme.

Also the books in this series.  
The ups and downs of living on the prairies during  
pioneer times.

Pioneer Skills. Slides. National Film Board, 1968.

Part 1 - Quilting Bee.  
Part 2 - Squaring Timber; Splitting Shingles.

Settlement in the West. Slides. National Film Board, 1968.

The Sawmill  
Threshing  
Harvesting

Settlement of the Western Prairies. Film. 14 minutes. Available  
from the Department of Extension, University of Alberta.



# APPENDIX E

## Teacher References

(Sources of photos for children to  
use, or material to be read to  
students. Reading level advanced.)

Alberta Golden Jubilee Anthology. W. G. Hardy, Editor. Toronto:  
McClelland & Stewart, 1955.

Alberta Homestead: Chronicle of a Pioneer Family. Sarah Ellen Roberts.  
Austin, Texas: University of Texas Press, 1968.

- p. 29 - One person's difficulty in working homestead is repeatedly mentioned throughout this account. Help was needed in clearing the land and building homes. This story is an account of the struggles on a particular homestead. Very detailed, very good. Of course, not suitable for grade three readers.

Alberta - Western Treasure Chest. Ivan Boon and Marjorie Boon. Calgary,  
Alberta: Western Canada Institute Limited.

- p. 13 - Difficult life of school inspectors who organized school districts. It was a very lonely life with slow results.
- p. 32 - Another example of the slow work of harvesting the crops alone by scythe - before the threshing outfits developed.

Book deals very little with the past -- mostly with resources. Good for grade five readers.

All of Baba's Children. Myrna Kostash. Edmonton, Alberta: Hurtig  
Publishers, 1977.

This book gives a detailed account of many facets of pioneer life of the Ukrainians in the Two Hills area but it is adult reading and deals mainly with the identity of the Ukrainian Canadians.

A Candle in the Grub Box. The story of Frank Jackson as told to Sheila  
Douglas. Victoria, B.C.: Shires Books, 1977.

- p. 31 - Performing caesarian section on cows which were having difficulty while calving.
- p. 39 - Haying.
- p. 23 - Railroad sinking in a muskeg. Crew having to put fresh gravel under ties in order to allow train across.
- p. 85 - Cattle trading.
- p. 115 - Settlers and first crops.

Children of the Prairies. Norman Stewart. Calgary, Alberta; Foothill Printers, 1963.

The complete book is an autobiography dealing with homesteading at Red Deer in 1884. Page 17 describes the arrival of neighbours for a "bee" to complete the family's first house.

Crocus and Meadowlark Country. Georgina Thomson. Edmonton, Alberta: Institute of Applied Arts, Ltd., 1963.

Contains many references to life on the prairies in the early days of settlement. i.e.:

p. 39 - Threshing.

p. 41 - Potato picking.

p. 49 - Desire for independence.

The Edmonton Story. Tony Cashman. Edmonton, Alberta: Institute of Applied Arts, 1956, 1969.

p. 222 - Community skating rink.

p. 237 - Community hall.

The Emperor of Peace River. Eugenie L. Myles. Edmonton, Alberta: Institute of Applied Arts, 1965.

The story of the Sheridan family as they moved from East to West and how they developed a life out west. A true story showing stress of working together so closely, learning from other settlers, natives and making friends.

Greater Than Kings. Martin Coles, Zonia Keywan. Montreal, P.W.: Harvest House, 1977.

This is a history of the coming of the Ukrainian settlers to the Canadian West. There are many anecdotes of the ways they depended on each other for their social needs. Making friends in a new world. They depended on each other for help on many big projects and also for emotional support to conquer their loneliness.



A Harvest Yet to Reap - A History of Prairie Women. Linda and Lorna Rasmussen, Candace Savage, and Anne Wheeler. Toronto, Ontario: The Women's Press, 1976.

p. 44 - Women in the home usually worked alone at domestic chores like sweeping, washing, etc. Took all day. An excellent account of life on the Prairie from a woman's point of view. Covers the period of moving west to winning the vote. A good information book.

An Illustrated History of Western Canada. Tony Cashman. Edmonton, Alberta: Hurtig Publishers, Ltd., 1971.

The Immigrant. Frank W. Wiggins.

After leaving England and homesteading at Cherhill, Alberta, the author describes his movement across Canada.

A Kid's Guide to the Economy. Prentice-Hall, Inc.

A short story on how kids worked together and earned a profit but it was not shared equally. They concluded that working together doesn't work.

Land of Promise. John H. Blackburn. Toronto, Ontario: Macmillan of Canada, 1970.

Mr. Blackburn tells of his family's experience as they pioneered the land. Feelings are discussed in some areas: i.e., he tells how good he felt after plowing the land although it was very hard work.

The Last Best West. Jean Bruce. Ontario: Fitzhenry & Whiteside, Ltd., 1976.

p. 75 - Estimate of tools and livestock around 1900.  
p. 118 - Picture of harvest gang.

Living Together Now and Long Ago. Cutright, Charters & Newell.  
New York: Macmillan, 1953.

- p. 27 - Working together at a cold storage plant.
- p. 65 - What is a community.
- p. 149 - How a community started.
- p. 142 - Log cabin.
- pp. 178-200 - Work - soap, clothes.
- p. 201 - School.
- p. 206 - Church.

Long Long Ago; Alberta Writers Speak. Anne Donaldson. Words Unlimited  
Writers Group.

- pp. 18-24 - Story of a family working together on a homestead.

Memories of a Pioneer Schoolteacher. Maisie Emery Cook. 1968.

- p. 9 - Description of a box social and dance.
- p. 13 - Economy -- teacher charged for visitors who came to the house during the month (feed for the horses and stable use, etc.).
- p. 13 - Charged her 25¢ for a ride to the school even if he was going that way -- wanted to keep things on a business basis.

Memories - Yours and Mine. Edmonton, Alberta. Hesketh Pope Lease  
Historical Society, 1972.

- p. 74 - Came to farm from city. Learn from neighbours. Tells of how men worked together. Custom to provide food to all those who were hungry at any time.

Northwest of Sixteen. J. G. MacGregor. Edmonton, Alberta: M.G. Hurtig,  
Ltd., 1968.

All phases of pioneer life.

Norwegian Settlers in Alberta. Harold Jan Brunvand. Ottawa, Ontario:  
National Museum of Man, National Museums of Canada, 1974.

Of Us and the Oxen. Sarah Ellen Roberts. Modern Press, 1968.

Life story of Sarah Roberts and her family. The stories indicate considerable loneliness felt by Mrs. Roberts. Also shows how limited funds influenced numerous major decisions.

The Opening of the Canadian West. Douglas Hill. Longon: Heineman, 1975.

- p. 213 - Author's feelings on being a homesteader.
- p. 215 - Food - gardening, how paid for.
- p. 216 - Health, work and fields, digging for water.
- p. 217 - Fires.
- pp. 219-221 - Isolation and co-operation.

Our Alberta Heritage Series. Jacques Hamilton. Calgary Power Ltd.

A young girl saves her family from fire.

A People and a Province: Alberta. Don C. Barnett, Pat R. Mogen. Edmonton, Alberta: Fitch Henry & Whiteside, Ltd., 1975.

- p. 36 - Immigrants -- decision to move to Alberta.
- p. 57 - Living together story.

Pioneer Days in Bardo, Alberta. Magda Hendrickson and Ragna Steen. The Historical Society of Beaver Hills Lake.

Working together to fight prairie fires -- Good!

Pioneer Girl. Maryanne Caswell. Toronto, Ontario: McGraw-Hill, 1964.

A collection of letters from a young girl to her Grandma back home. Girl's family is crossing the country by wagon to settle in the West.

Clearing the Bush Was Hard. Barry Broadfoot. Doubleday Canada Limited.

Help from the man in the hardware store.

Pioneering in Alberta. Jessie Browne Raber. New York: Exposition Press.

Full of anecdotes of a pioneer family.

Pioneers of Athabasca. Ruby Trench Thompson. Lynnwood, Washington: Raymond Thompson Company, 1970.

Autobiography of a trader-trapper's wife.

Sons of Wind and Soil. D. W. Friesen. Nobleford, Alberta: Monarch History Book Club, 1976.

Power for Prairie Plows. Grant MacEwan. Saskatoon, Saskatchewan: Western Producer Book Service, 1974

pp. 47, 48, 49

Threshing pictures and story. Book on progression from farming with oxen to steam.

Prairie Progress. Alex A. Cameron and Leo Thordarson. J.M. Dent & Sons.

Provision of basic necessities - Good.

Remember Yesterday - A Century of Photographs. Pierre Berton. McClelland & Stewart Ltd., 1965.

p. 58 - Picture of farmers threshing.

The Rhymes of a Homestead Woman. E. Ward Rivard. Peace River, Alberta: Valley Printers Ltd., 1975.

A book of poems showing hardships, sorrow of death, making friends, and feelings of togetherness felt by the pioneers.

Salt of the Earth. Heather Robertson. Toronto, Ontario: James Lorimer & Company, 1974.

Tells of homesteading -- building a house and breaking of the land.



Settlement of the West (Growth of a Nation Series). Rosemary Neering  
Toronto, Ontario: Fitzhenry & Whiteside Ltd., 1974.

pp. 47-48 - Barr Colonists.  
pp. 52-52 - Entertainment and songs.  
pp. 58-60 - Homestead game.

The Sod Busters. Grant MacEwan. Toronto, Ontario: Thomas Nelson.

Sodbusters Invade the Peace. A.M. Bezanon. Toronto, Ontario:  
Ryerson Press, 1954.

pp. 120-128 - Story about man and wife. Wife dies  
leaving a prematurely born son.  
Neighbours help out by (raising) or  
looking after baby until he is strong.

The Story of My Life. Alfred Parton. New York: Vantage Press Inc.,  
1966.

The whole book deals with the co-operative aspects of  
farming fifty miles north of Edmonton in 1904.



# APPENDIX F

## Children's Books

(Some at grade 3 level, others  
at upper elementary levels.)

All Alone. Claire Bishop. The Viking Press, Inc., 1953.

Marcel finds that tending his family's heifers by himself is lonely. He meets Pierre in a field and decides to help Pierre tend his heifers. The boys learn for themselves that an attitude of sharing and helping is much more rewarding than an attitude of "every man for himself".

All Sorts of Things. Theodore Cytmer and Robert Ruddell. Ginn and Company: Xerox of Canada Ltd.

pp. 202-217 - "Pioneer Farmers".  
Grade four reading level. Includes a barn-raising and a square dance after.

Building a New Life. Rosemary Neering, Stan Garrod. Toronto, Ontario: Fitzhenry & Whiteside Ltd.

p. 25 - Barn-raising (working together).

Building Our Town. Moore, Lewis, Painter, Carpenter. New York: Scribner's Sons, 1950, 1957.

Homes, the village grows, corn, store, stuck in the mud, the school, town meeting.

Caroline and Her Kettle Named Maud. Miriam E. Mason. Scholastic Book Services.

Caroline was given a kettle when she left for the west. But she wanted a horse. Read and see how she used her kettle.

In the Pioneer Home (Growth of a Nation Series). Rosemary Neering, Stan Garrod. Toronto, Ontario: Fitzhenry & Whiteside, 1978.

p. 22 - Recipes.  
p. 17 - Making candles -- independence.

Little House on the Prairie. Laura I. Wilder. Toronto: Scholastic Book Services, 1937.

The erecting of the house and digging of the well are done in co-operation with a neighbour near the Ingalls'. Indicated the self-reliant way Laura's father assembles the logs for the house and then the erection of it with the help of their neighbour. The work will be repaid, of course.

<sup>Mary</sup>  
May of Mile 18. Ann Blades. Montreal: Tundra Books. Toronto: Collins Publishers.

Life on a homestead and working together.

Now and Long Ago. Toronto: W.J. Gage Ltd., 1961.

On the Banks of Plum Creek. Laura Ingalls Wilder. Toronto: Scholastic Book Services, 1937.

The story of the Ingalls family on the prairies.  
Grade four reading level.

Pioneers. Roberta McLachlan. Toronto, Ontario: Longmans Green and Co., 1959.

pp. 8-10 - Homes, furniture.  
pp. 10-12 - Family and social life.  
pp. 12-18 - Occupations.  
pp. 18-21 - Ranching.

A Prairie Boy's Summer. William Kurelek. Montreal, P.Q.: Tundra Books, 1975.

Anecdotes of a typical farm on the prairies in early days accompanied by the author's illustrations. The interdependence of family and neighbours is shown.

A Prairie Boy's Winter. William Kurelek. Montreal, P.Q.: Tundra Books, 1973

Short stories describing experiences children had during prairie winters.

Story of Canada Series: Canada, The Prairie Provinces. Mrs. Nancy Montizambert. Toronto, Ontario: McGraw-Hill, 1966.

- p. 85 - Learning Industries Cooperatives.
- p. 73 - Red Fife Wheat.
- p. 63 - Ranching.
- p. 47 - Early Travel.

The Story of Our Prairie Provinces. Joseph M. Scott.

A list of many activities which were done co-operatively by prairie farmers:

- grain co-ops
- stock co-ops
- telephone and power lines
- dairy pools

Stout Hearts Stand Tall: A Book of and for the People. Ivor J. Mills. Vancouver, B.C.: Evergreen Press Ltd., 1971.

- p. - Breaking of the Land.
- p. - Loneliness: moved.
- pp. 100-101 - Family duties.
- pp. 104-105 - Drilling for water (humor): frustration of not sharing.

The Street of the Flower Boxes. Peggy Mann. Coward, McCann & Geoghegan, Inc., 1966.

The boys in this story realize that money can be raised by having a carnival and that working together forms friendships.

Ti-Jean Goes West. Edmonton, Alberta: The Edmonton Public Library.

Illustrates the arrival of Ti-Jean in western Canada and how he learns the life of a prairie farmer.

Trails Grown Over - The Alberta Wheat Pool. A. W. Beatie.

Pictures of the pioneer era in Alberta.

What Was It Like When Your Grandparents Were Your Age? Ann Cook, Marilyn Gittell, Herb Mack. Toronto, Ontario: Random House, 1976.

Contains pictures and some explanations of advertisements, transportation, dress, and customs.

When Grandfather Was A Boy. Robert Pease. McGraw-Hill,

A child can see what it was like to grow up in 1910 - 1940 - 1970's and also the year 2000.

Wide Open Windows. Canadian Reading Development Series. Vancouver, Toronto, Montreal: Copp-Clark Publishing Co. Ltd., 1947.

pp. 345-372 - "Peter Sells A Calf".  
Community works together to help a family in need. Includes a barn-raising.





TEACHING UNIT EVALUATION  
BY TEACHERS

The attached evaluation questionnaires will help assess the worth of the teaching units in achieving the goals of Alberta social studies education and to provide data that will be useful in assessing the 1978 Alberta Social Studies Curriculum over a two-year period.

Teachers are requested to send the completed questionnaire to the Social Studies Consultants at the Regional Office of Alberta Education in their area.

Regional Offices are located at:

Grande Prairie Regional Office  
Alberta Education  
10014 - 99 Street  
GRANDE PRAIRIE, Alberta  
T8V 3N4

Edmonton Regional Office  
Alberta Education  
10053 - 111 Street  
EDMONTON, Alberta  
T5K 2H8

Calgary Regional Office  
Alberta Education  
615 MacLeod Trail, S.E.  
CALGARY, Alberta  
T2G 4T8

Red Deer Regional Office  
Alberta Education  
4th Floor  
Royal Trust Building  
4814 Ross Street  
RED DEER, Alberta  
T4N 1X4

Lethbridge Regional Office  
Alberta Education  
Provincial Building  
200 - 5 Avenue, South  
LETHBRIDGE, Alberta  
T1J 4C7

TEACHING UNIT EVALUATION  
BY TEACHERS

Part I: Identification Data

Title of Teaching Unit \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

Number of Times Unit Was Taught \_\_\_\_\_

School Size \_\_\_\_\_

Years of Teaching Experience \_\_\_\_\_

Part II: Overall Evaluation of the Teaching Unit

A. Format, Process

For Items 1-13, please rate the kit in terms of the following aspects, by circling the appropriate number on the right.

	(Excellent)	1	2	3	4	5	(Poor)
1. Appropriateness of teaching unit to level and ability of students.		1	2	3	4	5	
2. Clarity of directions and procedures.		1	2	3	4	5	
3. Adequacy of the treatment of subject matter.		1	2	3	4	5	
4. Production quality of prescribed resources.		1	2	3	4	5	
5. Integration of prescribed resources with print materials.		1	2	3	4	5	
6. Production quality of teaching unit.		1	2	3	4	5	
7. Appropriateness of length of the unit.		1	2	3	4	5	
8. Appropriateness of general format of the unit (layout).		1	2	3	4	5	

- |     |   |           |
|-----|---|-----------|
| 9.  | Opportunities for evaluation of students' progress in the unit. | 1 2 3 4 5 |
| 10. | Variety of teaching/learning activities.                        | 1 2 3 4 5 |
| 11. | Degree to which the unit captured the interest of students.     | 1 2 3 4 5 |
| 12. | Clarity and suitability of objectives.                          | 1 2 3 4 5 |
| 13. | Overall evaluation of unit (materials, format and process).     | 1 2 3 4 5 |

B. Relationship to Curriculum

Please state your view of the points in Items 14-25 by circling the appropriate number on the right.

- |     |   |           |               |
|-----|---|-----------|---------------|
|     | (a great deal)  | 1 2 3 4 5 | (very little) |
| 14. | Extent to which the unit involved students in making decisions.   | 1 2 3 4 5 |               |
| 15. | Degree to which a "balance of viewpoints" was presented in the unit.  | 1 2 3 4 5 |               |
| 16. | Extent to which the unit helped students to see the role that values play in making decisions.                | 1 2 3 4 5 |               |
| 17. | Extent to which students increased their sensitivity to their own value positions.                            | 1 2 3 4 5 |               |
| 18. | Extent to which the unit helped to clarify the Alberta Social Studies Curriculum to you as a teacher.         | 1 2 3 4 5 |               |
| 19. | Extent to which the unit has helped to develop inquiry and participation skills in students.                  | 1 2 3 4 5 |               |
| 20. | Extent to which the unit made you, as a teacher, more aware of ways to teach using an issue-centred approach. | 1 2 3 4 5 |               |

- |     |  |           |
|-----|--|-----------|
| 21. | Extent to which the unit could act as a model for you to use in developing your courses in future.   | 1 2 3 4 5 |
| 22. | Extent to which the unit served as an exemplary treatment of the topic in the curriculum.  | 1 2 3 4 5 |
| 23. | Extent to which students became involved in action on decisions.   | 1 2 3 4 5 |
| 24. | Extent to which the unit "process of inquiry" (awareness, focus on issue, research, decision, action) provided for a meaningful examination of a social issue. | 1 2 3 4 5 |
| 25. | Extent to which your view towards an inquiry approach has been made more positive (through using this unit).   | 1 2 3 4 5 |

C. Written Comments

Please use this section to comment in detail on any points raised in the survey. We would be especially interested in knowing if the unit enabled you to teach the Alberta Social Studies Curriculum more effectively.



STUDENT EVALUATION OF  
TEACHING UNIT

A. Instruction: For each of the following, circle the response which best represents your view.

Example:

My view of football (dislike it 1 2 3 4 5 (like it  
is that I: very much) very much)

If you liked it very much, you would circle 5.

If you disliked it very much, you would circle 1.

If you disliked it somewhat more than you liked it,  
you would circle 2.

1. I would say that (hard) 1 2 3 4 5 (easy)  
this unit was:
2. This unit was: (very boring) 1 2 3 4 5 (very interesting)
3. This unit: (did not make me think) 1 2 3 4 5 (made me think a lot)
4. This unit was: (too short) 1 2 3 4 5 (too long)
5. In this unit (not enough 1 2 3 4 5 (too much  
there was: discussion) discussion)
6. In this unit (not enough 1 2 3 4 5 (too much  
there was: reading) reading)
7. In this unit (not enough 1 2 3 4 5 (too much  
there was: group work) group work)
8. In this unit (not enough 1 2 3 4 5 (too many  
I had: decisions) decisions)
9. In this unit I (very 1 2 3 4 5 (a great  
learned: little) deal)

10. The prescribed resources on this unit were: (poor) 1 2 3 4 5 (excellent)
11. The written materials on this unit were: (poor) 1 2 3 4 5 (excellent)
12. We went through this unit: (too slowly) 1 2 3 4 5 (too quickly)
13. This unit had: (no variety) 1 2 3 4 5 (much variety)
14. This unit made me: (want to forget the topic) 1 2 3 4 5 (want to learn much more about it)
15. Looking back, I would say that I: (did not enjoy unit at all) 1 2 3 4 5 (enjoyed it a great deal)

B. Please write your views on the following three items in the space provided.

1. What I liked most about this unit was:

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2. What I liked least about this unit was:

---

---

3. The changes I would make in this unit are:

---

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NOV 21 97	1993 OCT 2 3 RETURN
NOV 1 97	FEB 0 9 '98
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DUE JAN 25 '98	RETURN NOV 09 '00
FEB 08 '98	RETURN MAR 26 2001
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